The Synopsis on the Research Topic Entitled

"EDUCATION AND EMPLOYABILITY DIVIDE IN BUSINESS EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT OF KARNATAKA"

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Research Guide

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LIST OF ABBREVIATIONS

HE	Higher Education
MOU	Memorandum of Understandings
GER	Gross Enrolment Ratio
MHRD	Ministry of Human Resource Development
IITs	Indian Institutes of Technology
NITs	National Institute Of Technology
IISERs	Indian Institutes of Science Education and Research
UGC	University Grants Commission
IIMs	Indian Institute of Management
IIScs	Indian Institute of Science
DEC	Distance Education Council of India
ODL	Open and Distance Learning
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
ICAR	Indian Council of Agricultural Research
SEM	Structural Equation Model
DK	Dakshina Kannada
Df	Degree of Freedom
EFA	Exploratory Factor Analysis
GFT	Goodness-of-Fit Index
RMSEA	Root-Mean-Square Error of Approximation
SPSS	Statistical Package for Social Science
VIF	Variance Inflation Factor

NOTATIONS

P – value	Significance level
R^2	Coefficient of determination
T	t- Statistics
F	F- Statistics
Min	Minimum

Max	Maximum
H	Hypothesis
H_0	Null Hypothesis
H_1	Alternative hypothesis
N	Number of observations
0.01	1 % Level of significance
0.05	5 % Level of significance
%	Percentage
S.D.	Standard deviation
Post Hoc	Statistics

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1. Introduction

According to Aspiring Minds Employability Report on Indian Graduates 2013, 47% graduates are not employable in any sector of the knowledge economy. Similarly Survey findings (2015) by NDTV and THE HINDU stated that 50% of Indian graduates are unemployable. This finding is inclusive of business graduates. This is a matter of great concern considering the fact that India is producing 5 million graduates every year. Hence for many jobs suitable persons are not available. Developing economy like India requires wider capabilities in terms of knowledge and skill. The 8th edition of the India Skills Report (ISR) released on 21st Jan. 2022, reveals that, in 2021, only 45.9 per cent of the graduates are found employable, a decline from 46.21 per cent in 2020 and 47.38 per cent in 2019, due to lack of professional skill sets. Though the reports are on engineering graduates it is a warning bell for graduates of other disciplines also. The world of education faces the challenges of adapting to changing needs of the society in general and business world in particular. The present business world is an era of unprecedented challenges and global opportunities. This situation calls for review of business education. Skills acquired by the students and also skills required by industries do not match. Thus, we find our students are not employable in many of the jobs. There is a gap between education and employability i.e., EDUCATION - EMPLOYABILITY DIVIDE in commerce and business students (**business education** students). The mismatch can be due to three important components of business education:

Knowledge component
Attitude component
Skill component

This study is intended to ascertain the employability divide among business education graduates in all these components in general and skill component in particular.

2. Statement of research problem

No doubt, India is witnessing a phenomenal growth in higher education system. It is a recorded fact that there is an increase of 40 times in the number of number of degree awarding Universities/ Institutes, 82 times increase in the number of colleges, and the students enrolment has gone up to over 127 times in the formal system of higher education as compared to the figures of Independent Year of India. The increase in numbers of institutions and enrolment indicate that the target of 30% Gross Enrolment Ratio (GER) set for the end of XII Plan (2017) will be achieved. Indian Education system is the 3rd largest in the world next to China and

United States in terms of size and diversity and largest in the world in terms of educational institutions.. It plays an important role in the country's overall development which includes industrial, social, economic etc. Indian Higher Educational Institutions aims to provide quality based education at different levels-graduation, post-graduation, and research to empower youth for self-sustainability. To achieve this mission, the Ministry of Human Resources Development (MHRD) was created on September 26, 1985. Currently, the MHRD works through two departments: 1. Department of School and Literacy 2. Department of Higher Education.

The Department of Higher Education is engaged in bringing world class opportunities of higher education and research to the country so that Indian students are not finding lacking when facing an international platform. For this, the government has launched joint ventures and signed MOUs to help Indian students benefit from the world opinion. It is worth noting that Prime Minister Narendra Modi, has taken his 'Make in India' campaign global through a series of foreign visits. The campaign turned out to be how the foreign institutions could impart the much needed skill enhancement in one of the 25 sectors that have been identified as a part of the 'Make in India' initiative. The focus was on how foreign-educated Indian graduates could come back after their higher studies and find jobs in companies that are investing in India. India is showing a very promising future for its higher education system as well as to its students' community at large. As per Vision 2030, Indian Higher System will have bright future.

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. India's economy is expected to grow at a fast pace; rapid industrialisation would require a gross incremental workforce of ~250 million by 2030; India could potentially emerge as a global supplier of skilled manpower.

Former Chairman of Economic Advisory Council to the Prime Minister, C Rangarajan said higher education in India is at "cross-roads", and needs radical changes. Speaking at the sixth convocation of ICFAI Foundation for Higher Education here, he said agricultural, industrial and scientific growth of the country depend on creating a "corps" of well-trained professionals in these areas, and it would happen only with good quality higher education. "It is cliche to say that higher education in India is at crossroads. But this hackneyed and overused phrase still contains an element of truth. We have reached a point where the need for bringing about some radical changes in higher education has become urgent. "The excellent quality of the best students of our universities and colleges is well recognised at home and abroad and is not in

doubt. But, it is the average which is causing concern," Rangarajan, who is the chancellor of ICFAI University, said. Modernisation of syllabus or curriculum is imperative in today's world, he said. (New Indian Express dated 9/7/2016).similarly we cannot ignore the report on The Wall Street Magazine dated 5/4/2011,"India graduates millions but too few are fit to hire".

The present world is an era of unprecedented challenges and global opportunities. It is clear that the world of education faces the challenges of adapting to changing needs of the society in general and business world in particular. We witness wide spread un-employability among business education students. There is mismatch between education and employability or between demand side (represents employers) and supply side (represents students). This is called Education-Employability Divide. On one side jobs or nature of jobs are fast changing and on the other side our education system is not able to meet the required changes at an accelerated speed. Hence in the present dynamic business world, the following questions are very relevant in the direction of understanding the Education-Employability Divide: what are the present challenges and opportunities of business education? What are the knowledge, skill and attitude components that are important from educators' point of view? What is the extent of employability divide? What is the scope for the employment potential for business education graduates? What is the perspective of industrialists on skills requirement? What can students do to improve their skills to narrow down employability divide? What is the perception of students on classroom pedagogy? How can teachers improve professional teaching practice in enhancing student experience?

Therefore, present study entitled "EDUCATION AND EMPLOYABILITY DIVIDE IN BUSINESS EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT OF KARNATAKA" is taken up to bridge the current research gap and to throw additional light on the education – employability divide.

3. A Conceptual framework

3.1 Education

Education in wider sense means and includes all experiences gained through the various formal and informal agencies of education. All experiences are said to be educative. Education enables an individual to lead a better physical, intellectual and spiritual life. In the words of Thorndike, "Education means growth while growth means many sided development". Thus education is needed not only for individual growth but also for national growth. Based on the above discussion, we can understand that the education process must elevate thinking capacity of the

students and also increase the breadth of faculty of the students. Hence, Education should be a process of: Imparting knowledge, Developing skills and Inculcating proper attitudes and values towards life and society in general.

3.2 Business/commerce education

Business education is that area of education which develops the required knowledge, skills and attitudes of human resources for the successful handling of trade, commerce and industry. It is an integral part of the total education system. It is a living discipline and is, to a greater extent, different from other disciplines. It charters new routes to service the aspirations of the nation and its economic development. To meet the growing needs of the society, there is a greater demand for sound development of Commerce Education in Indian Universities. During the last few years, it has grown remarkably both in corpus and scope. Today, it is an important discipline with a set of many multi-dimensional key areas like Human Resource Management, Finance, Accounting, Marketing, Taxation, Statistics, Economics, Mercantile Law, Business Communication, Mathematics, Materials Management, Information Systems, E-Commerce, etc. This has certainly helped Business Education to raise an impressive superstructure of academic substance. This has also helped the discipline to qualify itself as a subject with reference to man's first quest of inter-personal relationships.

3.3 Business education (commerce and management education) and management education

Commerce education is that area of education which develops the required knowledge, skills and attitudes for the successful handling of trade, commerce and industry, whereas, management education involves courses to learn various aspects of managing, operating or investing in a business.

3.4 Business education in Karnataka

The commerce education has emerged as an important as well as essential discipline of our education system in India. It is true even in the case of Karnataka State. Comparatively, commerce education in Karnataka is of recent origin. It has developed only after 50 years of its evolution in India. Now, Karnataka State stands at the fifth place at the national level as far as the enrolment of students to commerce course is concerned. Commerce Education in the State has passed through several stages to reach the present position. Therefore, an attempt is made herein under to trace out the growth of commerce education in the State.

3.5 Higher education and Dakshina Kannada

According to the National Skill Development Corporation (NSDC), in it is report "District wise skill gap study for the State of Karnataka" (2013), Dakshina Kannada, also known as South Canara, is a coastal district in the state of Karnataka in India. Mangalore is the headquarters and chief city of the district. The district's literacy rate is 88.6 per cent, which is much higher than the State average of 75.6 per cent as well as the All-India average of 74 per cent. Male literacy at 93.31 per cent is higher than female literacy rate at 84.04 per cent. Of the 31 districts, Dakshina Kannada ranks second on Gender Development Index (GDI), with a value of 0.714.

As of March 2011, Dakshina Kannada district had 1,931 schools, with 339,864 students enrolled. The drop-out rate was low at 0.06 per cent in primary schools. This is much lower than the State average of 4.6 per cent for lower primary and 8.1 per cent for higher primary schools. There are 155 pre-university (PU) colleges with 48,471 students. There are also 118 general colleges, 10 medical colleges, seven polytechnics (for technical education), nine engineering colleges and five dental colleges. For vocational training, Dakshina Kannada district had a total of 30 Industrial Training Institutes (ITIs) / Industrial Training Centres (ITCs) as of March 2012. Of these, five were Government ITIs, 13 were private aided ITIs and remaining 12 were private unaided ITIs. All the 30 ITIs together have a seating capacity of 5,542.

The incremental supply of work-force between 2012 and 2022 is estimated at 6.05 lakh persons. This is much higher than the persons needed within the district from an overall perspective. This is primarily due to the existing educational infrastructure which attracts students from all over the State as well as the country. There is a particular shortage of supply in the highly skilled manpower section, which points to the need to setup and encourage higher learning within the districts especially in the field of medical and engineering. Dakshina Kannada and Mangalore city especially has become one of the important educational centres in India. Quality professional education offered by two districts, viz., Dakshina Kannada and Udupi has attracted students from all over the country and even from abroad. Mangalore University (established in 1980) is located at Konaje about 18 km to the south-East of Mangalore and Manipal University (Udupi) is located about 60 km north of Mangalore city.

Since 1980s, there has been a large number of professional institutions established in a variety of fields including engineering, medicine, homoeopathic medicine, dentistry, business

management and hotel management. The earliest schools established in Mangalore were the Basel Evangelical School (1838) and Milagres School (1848). The Kasturba Medical College established in 1953, was India's first private medical college.

Today, Dakshina Kannada has over 17 engineering colleges, six medical colleges, five dental colleges, 14 physiotherapy colleges, 19 nursing colleges, 30 ITIs, 11 Polytechnic colleges, six hotel management institutes, 13 B,Ed. colleges / teacher training institutes and over 250 colleges in the field of Law, Arts, Commerce, Science and Business Management attracting students from all over the country. In addition, the district has several private training institutions. This sector is poised for growth in the near future with further demand for quality educational institutes.

3.6 Concept of employability

Employability is defined as "a set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy". Moreover, employability is about building capabilities and competencies. It is also viewed as the ability of the individual to get a satisfying job. Employability is the ability of an individual to move to self-sufficiency in the labour market to realize potential through sustainable employment. Employability is aided by the education system and the environment in which the person is raised and bred. It is the supply side of employability. The demand side of employability is largely governed by the industries or employers.

3.7 Employability skills

Employability skills are the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. It is like team working, problem solving, self-management, knowledge of the business, literacy and numeracy relevant to the post, ICT knowledge, good interpersonal and communication skills, ability to use own initiative but also to follow instructions and leadership skills where necessary.

Based on the review of literature, the following employable skills are selected as prominent for investigation under this study by considering (1) geographical area under study, (2) nature of the industry and (3) most frequently studied skill sets in the past study. Accordingly, the following 13 skills are selected for this study. They are: communication skill, team work skill,

integrity skill, self-confidence skill, planning skill, writing skill, information communication technology skill, problem solving skill, analytical skill, leadership skill, critical thinking skill, decision making skill and initiative skill.

- **Communication skill** − Strong communication skills are highly valued in every industry. Employees are required to deal with people from a variety of backgrounds, ages, nationalities and temperaments, every day and every employee as a representative. It is important that he/ she must communicate in a way that is both clear and understandable, so that he/ she can build and cultivate relationships that can make a big difference.
- **Team work skill** – Working well with clients, managers, colleagues and other business stakeholders requires to have certain skills. Employers prefer candidates with these skills because they maintain a strong work culture and help the employer to achieve the goals. This team work means work with others, contribute to shared goals, be flexible, be adaptable, and collaborate on multidisciplinary teams with other workers in accomplishing the task. Effective team work skill ultimately creates expected quality in work to the customers/guests.
- **Integrity skill** - Integrity means being honest and having strong moral principles. An employee with integrity behaves ethically and does the right thing, even behind closed doors. Integrity at work supports a company and leader's set of moral and ethical standards. This will result both in happier employers and employees. Workplace integrity can be represented by many traits, including honesty, loyalty, respect and responsibility and it is vital to decision-making, serving customers and managing employees. Integrity also includes expressing gratitude for others, valuing honesty and openness, taking responsibility and accountability for the actions, good and bad, respecting others, demonstrating reliability and trustworthiness and showing patience and flexibility, even when unexpected obstacles show up.
- **Self-confidence skill** - Self-confidence refers to the trust a person has in his abilities and judgment, which enables him to express his knowledge and opinion freely with no or little difficulties. Self-confidence is not a permanent state of mind – a person's level of confidence may increase or decrease within a given period. Whiles some people are confident all the time, others tend to experience fluctuating situations and another group of persons have almost no confidence at all. Self-confidence is dependent on various factors including a person's temperament, society and culture, educational level, wealth, trends of successes and failures etc. A highly confident person may begin to wilt in

confidence after suffering consecutive failures but whatever the case may be, self-confidence is always a mind game; it is dependent on the mentality or mind set of the person. Anyone can become confident if he tries to.

- **Planning skill** - The ability to think about and successfully manage activities, with the help of any available resources, to achieve specific goals is known as planning skills. Planning is basically a roadmap that guides to complete a task before attempting to begin it. Planning skills allow to manage ourselves as well as team mates, available resources including time, and surrounding conditions to reach the desired goal are called planning skills. Planning skills play a significant role in the success of an organisation as well as its personnel. The major benefits of planning skills are it helps strengthen competitive moves, helps in efficient utilisation of resources and improves cooperation.
- **Writing skill** - Writing is the art of expressing views, ideas and thoughts. Though writing seems easy while thinking about it, many times, it results in unorganised and scattered pieces of information on paper. This often creates confusion or sends a wrong message. Effective writing can be a frightening task as it demands much more than mere correct grammar. It require to gain knowledge about sentence structure, develop the vocabulary and build other basic writing skills. Good writing skills are essential for success in the workplace. Along with improving communication, understanding the significance of writing skills can also influences on being professional, proving ability at the workplace and boosting professional confidence.
- **Information and communication technology skill** - Information and Communication Technology skill are understanding and applying a range of computer programmes, software and other applications. These include: word processing, spreadsheets, databases, power points and search engines. ICT usage is becoming increasingly prevalent in day-to-day life and become progressively dependent on digital devices. In the workplace, ICT is vital for the smooth running of everyday tasks and has been adopted for the following reasons: help foster more efficient ways of working, help to improve customer relations and help to increase business profits. The top five ICT skills all employees should have are: basic operation of ICT hardware, safe internet usage, typing, document creation and email and calendar management.
- **Problem solving skill** – Problem solving skill referring to the ability to handle difficult or unexpected situations in the workplace as well as complex business challenges. Organisations rely on people who can assess both kinds of situations and calmly identify solutions. Problem-solving skills are traits that enable you to do that. While problem-

solving skills are valued by employers, they are also highly useful in other areas of life like relationship building and day-to-day decision making. Generally, every industry is customer-focused, employees' have to deal with multiple queries and complications at work place in connection with the customers. The ability to 'think quickly on your feet' is learnt expeditiously so that employees can deal with these issues effectively. Problem-solving is also indispensable for time management. Problem-solving skills are important in every career at every level. As a result, effective problem solving may also require industry or job-specific technical skills.

- **Analytical skill** – Analytical skills refer to the ability to collect and analyse information, solve problem and make decisions. Employees who possess these skills can help solve an organisation's problems and improve its overall productivity and success. Every industry employer looks for employees with the ability to investigate a problem and find the ideal solution in a timely and efficient manner.
- **Leadership skill** – Leadership skills fall under the umbrella of talents that can't be demonstrated through paperwork or qualifications alone. Non-technical in style, leadership skills are exactly what they sound like – they are the skills required to be a good leader, whether that is acting as a team lead, working as a manager, or taking on an even more senior position. Leadership skills are entirely transferable. Leadership is a universal skill that is more connected to people than it is to the role itself and, therefore, is relevant in a wide range of different fields and disciplines. Personality, initiative and interaction are all as important in a working environment as specific qualifications. The importance of leadership skill for employees in the industry is to bring about mutual respect in the work environment. Under the leadership skills every employee needs to develop and nurture the qualities, such as, adaptability, team spirit, entrepreneurial and passionate culture throughout their work to develop and run the unit smoothly.
- **Critical thinking skill** – Critical thinking skill is the ability to think clearly and realistically, understanding the logical connection between ideas with co-workers, customers as well as employer. Critical thinking might be described as the ability to engage in reflective and independent thinking. Open-mindedness, analysis, interpretation, problem-solving, decision-making, effective communication and self-improvement are the important elements involved in thinking critically to become a better critical thinker.
- **Decision making skill** – Decision-making skills is the process of choosing between two or more alternatives. It is important to identify processes that help the right decision on

behalf of the industry/ organisation and make a concerted effort to uncover preferences that may affect the outcome of it. Employee must incorporate a wide variety of skills to make the critical and right decisions for their unit. The aptitude to make decisions is a leadership trait, which represents the ability to think objectively and relates concepts to the goals to reach. The capacity to make a quick decision can help establish a strong bond with all employees that strengthens the company's culture.

- **Initiative skill** - Initiative skills refer to the ability to assess a situation and take action without direction from someone else. This type of skill may help to perform better in the workplace. Various skills can contribute to the ability to take initiative in the workplace, but many of them involve thinking critically and quickly to decide the best course of action and taking that action with confidence.

3.8 Generally accepted skill requirements in the industry

(i) **Vocational /technical skills (mainly 'hard' skills) -** Management skills such as strategic management, marketing, financial management, personnel management, operations management, logistics management, project management, events management, knowledge management, stock management. Supervisory skills (e.g. cost control, staff management and development), knowledge of specialist it software (e.g. advance reservation systems, yield management, estate management, customer flow design), knowledge of relevant employment law and product knowledge.

(ii) **Generic (transferable) skills (mainly 'soft' skills) -** Leadership (small business management skills); team-working; communication skills; negotiating skills and the ability to deal with conflict; problem-solving and the ability to 'follow through'; time-management; commercial awareness; entrepreneurial skills; selling skills; administrative skills (record-keeping, cash handling, banking, data analysis); literacy, numeracy and geography; foreign languages; computer literacy (word-processing, spread sheets, databases, email, internet); skills related to security and maintenance; transport skills (driving, crewing).

(iii) **Attitudes, attributes and personality traits -** Enthusiasm, personality, confidence, a passion for food, enjoyment; commitment, dedication, responsibility; self-discipline; creativity, innovation cleanliness and self-presentation; honesty; sensitivity and discretion. The will to learn the will to work, flexibility, physical strength and stamina.

3.9 Factors useful for finding the job

Career exploration activities to explore careers is a great strategy to get students interested in learning about different occupations. Career activities help students set career goals so they can take the steps to make their aspirations a reality. Identifying the career exploration activities that are right for the students to implement them effectively in the classroom. As per Endah Andayani (2016), internship opportunities, industry and classroom link, career events on campus for networking, visiting guest speakers' lecture, soft skills and hard skills are the prime factors which explore students' careers in a great extent. Internship is known as a learning pattern by bringing the conformity of graduates' quality with the ability to work, this learning takes place in two places (at school and at the industry). In school, students are taught about the theory and practice, while the students are required to practice in the industry. With this kind of learning process, vocational students will gain invaluable experience in terms of soft skills such as discipline, communication skills, honesty, high working ethic, creativity, entrepreneurial spirit possession, and the ability to work together as a preparation to enter the labour market; and technical competence of students (hard skills) can be increased when students return to school.

3.10 Reasons for requirement of employability skills while recruiting graduates

As per McMurray S, Dutton M, McQuaid R W, and Richard A (2016), in the modern competitive world, education and experience may only be enough to qualify for a job, but to be successful in most roles in the field of emerging technologies, candidate must need soft skills like communication, teamwork, and problem-solving. These soft skills that will equip to carry out the role in the organisation to the best of ability are also referred to as employability skills. The sets of job-readiness skills are, in essence, behaviours that are necessary for every job and are essential attitudes that enable to grow in the career and also efficiently help the candidates in respect of the following reasons: ability to connect with the co-workers, ability to handle and solve problems, ability to understand his role in the team, ability to work independently and ability to assume responsibility. Personal characteristics, habits, and attitudes influence how to interact with others. Employers value employability skills because they regard these as indications of how to get along with other team members and customers, and how efficiently candidates are likely to handle the job performance and career success. Employers value these unique attributes in their potential employees because they have always been necessary for a productive and smoothly functioning workforce. Enterprises spend a

substantial amount of time and money developing these foundational and work-readiness skills. But in today's world, where jobs are limited, employers enjoy more options and would like to hire a technical expert who also displays well-rounded employability skills.

3.11 Need for the students' employability activities

According to QS Blog, education institutions are examining the methods they use to enhance students' employability and are exercising various measures to grow and strengthen this. With greater resources and research being put towards improving employability at higher education level. Employers are demanding skills from graduates which are outside the subject area of study in higher education and some employers have placed less importance on graduates' actual degree discipline in favour of the more generic skills which they have acquired. Employers generally see a graduate's achievements related to the subject discipline as necessary but not sufficient for them to be recruited. Achievements outside the boundaries of the discipline extracurricular activities such as work experience, volunteering, and involvement in clubs and societies are seen as having equal importance in this context as the knowledge and experience acquired through academic study. Producing employable graduates' forms part of the process of educating. It encompasses the full educational spectrum of values from conveying knowledge and understanding to developing skills and attributes. Orji Nna Sunday (2013), in his research paper, "Assessment of employability skills development opportunities for senior secondary school chemistry students", asserts that, strategies to increase students' employability skills includes the following employability activities. They are: hands on experiential work, independent project work, visit to industries, excursions and field trips, lectures/seminars from industrialists/entrepreneurs, careers seminars, students group discussion/debates, student oral/written presentations, team work/working with others, course on employability, skill acquisition program/course, industrial attachment or placement, part-time working opportunity, trade/entrepreneurship, extra-curricular activities, interaction with job/work placement agencies and creating student skills portfolios (self-record).

3.12 Factors to consider in candidate selection

According to Katherine Fulgence (2015), Recruitment is described as a set of activities and processes used to legally obtain a sufficient number of qualified people to realise a common interest of the person and that of an organisation. The factors to consider in candidate recruitment decisions during the screening and selection process focuses on job applicants' personal characteristics and individual factors. These factors include education (qualification

& merit certificates), relevant experience (work experience), learning ability (employability skills), positive attitude (personality and appearance), general knowledge, interview performance, curriculum vitae and references.

3.13 Employability skill building process

According to Mohamad Shukri Abdul Hamid, Rafikul Islam and Noor Hazilah Abd Manaf (2014), the employability skill building process are the methods that the institutions can apply in their teaching-learning process. The employability skill building process used for enhancement of students' employability includes:

- Academic support programmes - involve programmes and activities that are created, developed and used to support soft skills either directly or indirectly as associated with academic matters (e.g., learning skills programme, English language support programme, etc.).
- Campus life activities - Students' life in surrounding (e.g., programmes and activities on soft skills development).
- Embedded subject model - embedding the soft skills in the teaching and learning activities across the curriculum.
- Non-academic support programmes - involve programmes and activities that are created, developed and used to support soft skills either directly or indirectly which are not related to academic matters but more related to personality and professional development of the students.
- Stand-alone subject model - develop soft skills through specific courses that are carefully planned for this purpose (e.g., English language, entrepreneurship, etc.)
- Work-integrated learning - students are given the opportunity to effectively integrate the theory of the classroom with the practice and the responsibility of the workplace (e.g., industrial/ practical training).

3.14 Skill enhancement programmes

The organisations have various ways to achieve enhancement of employee skills development into practice. The overreaching goal is to strengthen employee's broad range of skills, whether it be flexibility, organisational, creativity, communication or leadership. Among the various routes, the important ways are: training, career planning, coaching, workshops and conference, mentoring, simulation, on-the-job development, self-study and discussions, performance review and job rotation.

- Task/job rotations - Employees could volunteer to rotate roles with colleagues on a shift/team, to put some of those new skills into practice. Employers can also encourage job rotation as a method for employees, who have indicated their desire to get practical experience, to develop some additional skills. The goal is to rotate the tasks and roles to learn something new or have a chance to practice what has been learned.
- Coaching - This method of skills development typically involves senior staffers working one-on-one with less experienced individuals. This can fast-track an employee's understanding of a variety of topics, but be mindful that this approach can be both times consuming (taking up the assets of seasoned/valuable staff) and result in a clone-like knowledge of the subject – as opposed to an employee learning the subject his/her way or through input from a broad range of co-workers and mentors.
- Mentoring - This method involves senior leaders/management taking junior staff under their wing to help develop important skills that the mentored individual might lack. The more formal mentoring programs are typically used for senior executive/leadership roles, while less formal structures might be implemented amongst junior management as well.
- Workshops/committees/working-groups - These are methods that give employees an opportunity to interact with peers/colleagues from within and external to the organisation. The benefit here is rich access to similar colleagues (internal) and dissimilar colleagues (external). This broad range of input and knowledge can be useful in gaining new insights, troubleshooting, and opening up communication on best practices.
- Simulations - These are becoming very popular due to both how engaging and effective they have become. In its simplest form, a simulation could be role-playing a customer service interaction, for example, learning how to diffuse an irate and confrontational client in person, or responding to an emergency situation such as mock first aid scenarios. At its highest level, simulations can involve completely virtual worlds, such as fire rescue or flight training where employees can learn the skills required in a non-consequential setting. This is extremely useful in taking conceptual or textbook knowledge and applying it to the real world which gives the employee both the know-how as well as the exposure and comfortability in handling such tasks.
- Conferences - Much like workshops and committees, conferences are a useful way to network and gain exposure to a vast knowledge base of both interdisciplinary and outside industries. Specific sessions are generally available to increase awareness and training of relevant topics, often in a pick and choose a format that can be of interest/usefulness to particular subgroups within an organisation.

- On-the-job training - Employees who have attended some basic training on a technical skill will often find on-the-job training a great method to hone those skills. This is basically learning by doing, which is typically done right after the training. The main goal of on-the-job training is to provide everything to the employee for self-study while at work. Employees learn how to use something or apply the methods as they complete the assigned tasks. This is a very popular way to develop employees as companies typically don't have the time to train every single employee on every single skill especially if that skill does not require specific/advanced knowledge.
- Self-study - This can be accomplished through different methods: reading/researching, taking classes, etc. outside of work hours. The subject doesn't always relate to the skills that an organization needs, but rather something new that they believe will improve their performance. While the time invested for self-study isn't directly compensated, if an employee purchased a course that will improve his performance, the company should compensate him by paying for that course. The benefit is that the employee decides what's of interest, and pursues it independently. Conversely, it is often difficult to motivate employees to spend off-work time devoted to work-related endeavours.
- Performance appraisal (360-degree performance review) - This method involves getting feedback about an employee, from a cross-section of peers, subordinates, supervisors and external vendors, and then identifying skills development opportunities based on those inputs. Career planning - employees can also suggest future/alternative career paths for themselves, to their supervisors/managers, and initiate career planning discussions. Based on business goals review and organizational workforce assessment, employers can identify existing skills that need to be enhanced across the organization, or prospective new skills that the business must acquire. Through discussions with management, individual employees should then analyse their own strengths and shortcomings, and volunteer to take on some of those roles. Individual career plans can then be mapped out, in consultation with HR, with specific skills development milestones identified for each role.

3.15 Employability skill gap

According to Jeemol Unni (2016), in recent years there has been significant increase in numbers of educational institutes and thousands of graduates pass out every year. IT, life sciences and financial services sectors have become new avenues of employment white-collar jobs among Indian youth. Although there seems no problem with demand and supply of

graduates as far as quantity aspect is concerned, in reality, all the graduates are unable to get suitable employment and simultaneously industry struggles to get suitable candidates. This situation can be attributed to employability skill gap. A large literature analyses the mismatch between education and jobs at the macro-level as over-education when the supply of educated workers seemed to be more than its demand in the labour market and it effects in terms of reduction in return to wage premium.

The current education system does not adequately focus on skills which can improve employability and large section of labour possesses outdated skills. More recently tertiary education, above secondary schooling and higher education (HE), has come into focus within the debate of the 'demographic dividend' that India is expected to reap. India is the only country in the world which will see an absolute increase in its youth population till 2025. As India grows into a knowledge economy increasing use of technology in manufacturing and service industry, the emerging gaps at the level of tertiary education are seen as a major constraint. The Prime Minister's Council for Skill Development has set up a manpower target of 500 million skilled workers by 2022.

As per Charu Sarin (2019), one of the main objectives of higher education is to enable the students find suitable employability opportunities after completion of the course. It is the expectations of students from the higher education institutions to train them and equip them with all the relevant knowledge, experience and skills to get a good job and to excel at their jobs. It is the responsibility of the Universities and higher education institutes to develop and upgrade their curriculum to match the industry requirements. On the other hand, employers are seeking a diverse range of skills in new graduates to gain a competitive advantage. India's performance on the employment and education front has only been below average. Although India has grown into a knowledge economy, still unemployment is a big challenge. There is a skills shortage in the country. In the current challenging economic situation, it is no longer sufficient for a new graduate to possess only academic knowledge, it is increasingly necessary for the students to gain more employability skills which will enhance their prospects of employment. A holistic approach is required to transform the higher education system in terms of its approach and vision. Graduate and post-graduate should be instilled with job-specific skills in addition to academic excellence to make them 'job-ready'. It is essential to create job opportunities for overall growth of the economy. Indian government has taken several initiatives to bridge employability skill gap in students. Many organisations, institution and agencies have been established for the same. Some of them are: National Vocational Education

Qualification Framework, National Skill Development Corporation, National Skill Development Fund and Skill Development Bureau.

Employability is the set of skills, knowledge and understanding which concerns in growing more day by day with the advancement in educational sectors. Employability is the group of knowledge, skills, understanding and personal attributes that helps a person to choose their occupation that makes them satisfied and successful. Employability skills are becoming more and more vital. Now a days, universities also provide employability skill programs for the college graduates which includes the development of soft skills as well as technical skills and knowledge. Yasmeen Bano and Dr S Vasantha (2019), present that, employability skill gap is global and significantly widespread issues in the world. It is shortfall in skill attainment and as well as mismatch between job seeker and the employers. According to American Society for Training and Development (2012), indicates that skill gap is a gap between an organisation's current capabilities and ability to achieve its goal. Skill gap is a point where an organisation cannot achieve its goal and it can no longer grow. Many job seekers and graduates find it difficult to get a job. James A Ejiwale (2014), addresses that employers are claiming that new graduates are not hireable because they are nor furnished with necessary abilities required by the work. According to Harry T, Chinyamurindi W T and Mjoli T (2018), the findings of the analysis said that there were the five type of factors which influence the employability such a curriculum issues, poor education system, poor social and economic status and social connections which the students belongs to and perception around the higher education. The study suggested that by understanding the perception of employability factors and perceptions, policy makers should develop such policies which can furnish the students need.

3.16 Types of skill gap under the study

Skill gap analysis is one of the most effective ways to identify the productivity of an organisation. Skill gap analysis is a tool and it is used to determine what gaps exist between employees' prevailing skills and those skills required by the employers/ organisations to reach the unit's current and future goals. Based on this analysis, organisations establish the training system and hiring requirements are planned to fill those areas where skill gaps are apparent. Therefore, skill gap analysis is beneficial for identifying the best strategies for choosing the organisation skills. It is also relevant for strategic workforce planning to determine the team and employees' individual skills to gain optimum long term recruitment strategy and to increase the productivity of the organisation or industries.

An effective skill gap analysis should be performed at two levels – at the individual and at the team level. Skill gap analysis generally starts with proper planning which creates a foundation for the ultimate decision of the organisation and its objectives. After proper planning, a proper vision in terms of organisation's future goals are to be fixed. In this regard, skill sets for the employees and the areas of the deficient knowledge or resources of the organisation should be decided. Then organisation should decide the key skills needed to the organisation's employees for the future, in order to remain competitive, adopt new technologies and hold new practices to achieve growth. Thereafter, organisation should measure the individual employee's key performance indicators to know how each employee contributes to the business. Therefore, conduct the skills assessments or surveys with employees and establish a 360-degree feedback process to determine the current skill set of employees is important. Thereafter, the difference should be identified between required skills and prevailing skills in the employees. The resulting difference is called "Skill Gap". The whole process is called "Skill Gap Analysis". Once an organisation determines where the organisation is having a gap, a proper plan is to be made to fill those to achieve the organisation's desired result.

Under this study, skill gap analysis is performed through the different possibilities of skill gap. Accordingly, there are 5 possible skill gaps are analysed in this study. They are:

- **Professional skill gap:** Business education graduates prevailing skill level while completing the course from the institution is compared with level of employability skill requirement/ expected skill from the perception of the institutions.
- **Skill mismatch:** Business education graduates level of employability skill requirement/ expected skill from the perception of the industries is compared with the Business education graduates level of employability skill requirement/ expected skill from the perception of institutions.
- **Skill gap:** Business education graduates prevailing skill level while completing the course from the perception of the institutions is compared with the business education graduates prevailing skill level perception of industries.
- **Hard to fill skill gap:** Business education graduates prevailing skill level while completing the course from the institution is compared with level of employability skill requirement/ expected skill from the perception of the industries.
- **Skill shortage:** Business education graduates level of expected employability skill from the perception of the industries is compared with the level of current employability skills in business education graduates employees from the perception of the fresh employees.

3.17 Reasons for the employability skill gap

The present business education students are not able to perform well in any of those fields in which they hold a degree. This has led to a situation where everyone is qualified for the job but no one is enough skilled for it. Skill gap in India is now, a well-established fact. Industries are really having a tough time searching for talents while unemployment has become one of the biggest challenges in the country even after being a country with the largest demographic dividend in the world. Over 75% of the country's graduates are unemployed as they lack skills. A perfect example of explaining this skill gap is that in India, the number of students who study business education is higher and the job opportunity in the industry is also increasing day by day. However, the number of students who actually get jobs in the respective field is quite low. India's industry is facing this serious problem of skill gap from very long time. Industry want skilled employees but they are forced to employ fresher and train them in the Industry environment, which is actually a loss of money. The Industry also fears that the employee may leave the Industry after having the proper training and join their competitors in the market. The reason between this gaps is simply that the young aspirants are educated, hold different degrees but are not skilled well. According to Orji Nna Sunday (2013), the basic reasons for the employability skill gap analysed in his research paper are: outdated or inflexible curriculum, lack of hands-on experience during studying, lack of soft skills, shortage of trained teachers and trainers, absence of a national competency testing, lack of infrastructure, lack of vertical mobility, mismatch of demand and supply, non-adoption of technology, no clear perspective, lack of basic experience, admission to unrelated courses, focus only on academic course, lack of work culture exposure and emphasis only on scoring marks.

3.18 Employability skill gap analysis

Swati Bansal and Monica Agarwal (2019), Higher Education in India – Vision 2030, worldwide talent shortages are more acute in the Asia Pacific region, including India. India stands third in the index with close to 61% difficulty in filling the jobs, and the global average is around 35%. Various surveys in recent years have revealed that not more than 30% of the young generation is getting ready to join the workforce has the employability skills that the industry is looking for. There is a huge gap in the curriculum and teaching methodology, followed by the majority of the educational institutions offering the professional courses and what is required by the employers. The investigation reasoned that area learning, compassion, relational abilities and administrative capacity significantly affect the employability of

designing alumni. Prof.Prajakta Dhuru and Dr S Ramachandran (2019), highlights that, one of the most challenging tasks is placing the right person in the right job. One wrong decision can mean a lost productivity for organisations. Management graduates are hired by organisations with a preconceived belief that they are competent to demonstrate technical and managerial competencies to help them achieve the required goals and objectives. These managerial competencies have an impact on the performance of organisation). Students enrol for management courses with the expectation that they will obtain the desired knowledge, skill and abilities to enter the corporate. They expect that the skills they quip in management schools will not only help them to perform in their respective domain areas, but also help them advance in their careers.

Management education is changing with times. Primary objective of management education is to prepare people to be outstanding managers and leaders. Students have more exposure in enhancing their knowledge not only through classroom learning but also through social networks, job recruiters, media, and industry interactions. On the other hand the curriculums are evolving thereby ensuring that students have maximum industrial interaction through field trips, consulting projects, intern projects than the typical classroom study which earlier has a prominent presence in their academic calendar. Management institutes claim to develop qualities and help the students gain more than the threshold knowledge to become effective managers and leaders. To be an effective manager a person needs the ability to use knowledge and to make things happen. Management education has to be a combination of knowledge, inspiration and ethical strength to every individual, which would enable him or her to lead a proper professional and cultural life in society. But today, it has been noticed that our management education has been successful in producing graduates and post graduates in quantity rather than in quality. Quality of knowledge is hardly taken care of in many business schools and management institution. Organisations today believe in acquiring talent that will give them a competitive advantage as it continues to move toward globalization. In today's knowledge economy, the industry expects that education system will provide the graduates with the desired employability skills to perform the job. Availability of employable and skilled workforce is paramount to economic development. In high population growth countries like china and India the rate of change of employability defines the rate of economic growth. While employment is the key to life, employability is the key to succeeding in qualifying for employment.

4 Review of literature

4.1 Review of literature methodology

For the purpose of review of literature, 144 literatures are reviewed in total. Out of 147 literatures, 129 are articles (in which 33 are Indian and 96 are International), Indian report 03, international reports 10 and 02 theses are reviewed. The review is conducted by dividing the main theme into four sub themes or characteristics. They are:

1. Commerce and management education
2. Higher education and employability
3. Skills in commerce and management students
4. Skills gap analysis.

Under commerce and management education classification, 20 previous studies are reviewed to justify the purpose. These studies consist of 13 Indian journals/ articles and 07 international or foreign journals/ articles. In case of higher education and employability classification, 49 previous studies are reviewed. These studies consist of 07 Indian journals/ articles, 33 international or foreign journals/ articles, 01 Indian report and 08 international reports. Under students' skills in commerce and management classification, total 50 previous studies are reviewed. These studies consist of 06 Indian journals/ articles, 41 international or foreign journals/ articles, 02 Indian reports and 02 theses. In respect of skills gap analysis classification, total 25 previous studies are reviewed. These studies consist of 07 Indian journals/ articles, 15 international or foreign journals/ articles, 02 international reports and 01 thesis. Further, every classified branch is sub divided based on the features of the study.

4.2 Commerce and management education

- **D Obul Reddy (2007),** "**Revitalising Commerce Education**" this research article is an objective introspection about the Commerce Education on its objectives, its problems, its job potential, its quality and its relevance to the present day needs of our country. He studied the state and status of commerce education in India and highlighted the problems of commerce education and analysed various reasons for the unpopularity of the course. Further, he asserted the need to re-orient the commerce education based on SWOT analysis. He addressed the major trust areas to ensure the relevance to commerce education. He observed that the system of higher education was producing a prototype of man power, whereas developing economy required wider capabilities; hence for many jobs suitable persons were not available. He suggested various alternatives available for

reorientation of commerce education such as academic oriented courses, Job oriented courses, and Management oriented courses. The study concluded with many practical suggestions to re-orient and redesign the commerce education in such a way that it will be relevant for today and tomorrow.

- **Y Vishnu (2008)** in his research article on **"Commerce Education in 21st Century"** examined the report given by Education Commission, Special Committee for Commerce Education and University Education .He expressed the quote given by the Special Committee for Commerce Education, "In terms of initiative, logical thinking and lucid exposition, a bachelor of commerce is worse than Arts or Science graduate, while in regard to vocational training he does not seem to show any special competence". In the light of this, he examined the revolutionary development in trade, industry and technology and the ability of the commerce graduates to fit into these business houses. The study discussed various aspects of commerce education keeping in view its importance in the new millennium and suggested some radical reforms. Linking of commerce education with vocational and professional curriculum, reform in teaching methods, planning the area of specialisation to gain proficiency in the concerned subject, encouraging the teachers to participate in academic and business conferences are the important suggestions. The study concluded that reforming commerce education on these lines would go a long way both in making discipline more relevant to the rapidly changing society and in reorienting it more vocational and pragmatic to meet the occupational needs of the growing business elite.
- **P C Goswami (1987)**, in his research article on **"Commerce Education: Objectives and reorganisation"** provided an overview of evolution of commerce education in India. He opined that there should be two distinct objectives for Under-Graduate and Post-Graduate commerce education. Under-Graduate students should be able to assist any type of business or industrial concern. Such a degree-holder should also have the confidence to start business unit himself. The Post-Graduate degree-holder is able to understand the problems faced by business or industrial enterprises and suggest solutions of these problems. The study also suggested subjects for higher secondary course, B.Com course and Post-Graduate course. The paper concluded that if the commerce education is to prove its utility, it must be useful for business, commercial and industrial enterprises. Moreover, commerce education is broader based than education in business administration or industrial administration. Nevertheless, it is necessary to give some practical base in commerce education at least at the higher level.

- **Dr Nilesh Gajjar (2013)**, in his work on **"Relevance of Commerce Education in Present Era"** explained Commerce education can be easily concluded that it is helpful in one's life as well as vocation. The skill in type-writing is most important and this is part of commerce education. Commerce education is useful for all professionals. It is necessary that every professional lawyer, doctor, engineer-can be benefited from commerce education. Commercial education is a type of training which, while playing its part in the achievement of the general aims of education of any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels.
- **Rajeshwari Malik (2006)**, in her report on "**Analysis - Management Education and Corporate Expectations: Bridging the Gap"** focused that the world has stepped into a new century and a new millennium. The world of education faces the challenges of adapting to changing needs of the society in general and corporate world in particular. Changes and competition are predominant in the business environment. It is an era of unprecedented challenges and global opportunities. This situation calls for imminent review of constituents of academic programs, their relevance and output. Managers are charged with the responsibility of taking actions that will allow individuals to make a huge demand for managers not only in business enterprises but also in non- profit and non-governmental organizations. But it is questionable as to whether the demand is for what they have been taught. Prospective employers benefits from the fact that these young people have the semantic of business. Together the industry and institutes must make management education superior and relevant. That might require de-recognizing many schools, eliminating undergraduate programs in management, rebuilding commerce education and ensuring that a management education is truly an education and not merely a passport to good employment. Ideas given in this article if implemented on time can help management education to improve its standards and play a vital role in nation building.
- **Ritu Narang (2012)**, in her research paper on "**How do management students perceive the quality of education in public institutions?"** explored the perception of management students on quality of education in public institutions. Keeping in mind the urgent need to deliver quality education in higher education institutes, the current paper seeks to measure the quality perception of management students in India. Based on an exploratory study a modified version of SERVQUAL, EduQUAL was employed as the

research instrument. Data were collected from young students between the ages of 21-25 years. A total of 750 management students were contacted at random from three public educational institutes (250 students from each institute). Data were collected through a structured questionnaire on a seven-point Likert scale comprising 56 items (28 items each for expectations and perceptions). In addition, the students were also asked to provide demographic details and indicate the overall rating of the quality of management education and point out the probability of recommending the institute to their friends and relatives. The respondents were also required to assign weights to the five dimensions of the scale in order of relative importance to them. The results obtained pointed at the negative quality gaps in all the five dimensions of EduQUAL. The highest negative gap was visible in the physical facilities dimension and lowest negative score in case of academics dimension. There were significant differences between perceptions and expectations of students with respect to all the five dimensions of the scale ($p<0.001$). The study seeks to draw the attention of policy makers to ensuring the quality aspect of education rather than being confined to quantitative increase of the higher education institutes. However, the study has some limitations as well. As the study was conducted in higher education public institutes in one state it may not be possible to generalize the results for the entire country. This study is confined to public institutes and future research could be extended to include private and foreign institutes as well. It is recommended that further research may be carried out on the management students of higher education public institutes in other states as well as those of private management institutes. EduQUAL may be employed to evaluate the quality of other professional courses and the research may be extended to include the perceptions of parents, employers and academic staff.

- **Mary Jo Jackson, Marilyn M Helms and Mohammad Ahmadi (2011)**, in their research paper on **"Quality as a gap analysis of college students' expectations"** explored the impact of the expectations of one aspect of a student's educational experience, the pedagogies used in the classroom, and considers the impact on the perception of overall quality. The purpose of this study is to address students' expectations of classroom pedagogy. It suggests that meeting students' specific expectations of teaching, one of the core educational processes, could impact the perception of the overall quality of the educational experience. A survey was administered to 372 first-year college students addressing their expectations regarding

the use of various instructional pedagogies within the classroom and their desired or ideal classroom environment. A gap analysis was conducted between students' responses of the expected and the actual classroom environment. The study revealed for eight of the 15 pedagogies, 25 per cent or more of the students had a significant gap (greater than or equal to two) between their expected and actual classroom. The largest gap occurred in accessing the internet from class (34 per cent) followed by the use of videos or DVDs (33 per cent) and outside classroom assignments (30 per cent). The benefit of the study is the impact of the expectations of one aspect of a student's educational experience; the pedagogies used in the classroom, and consider the impact on the perception of overall quality.

4.3 Higher education and employability

- **Sarang S Bhola and Sunil S Dhanawade (2012)**, in their paper on **"Higher Education and Employability - A Review"** provided a detailed insight on employability. This paper is a review paper in nature. Employability is a vital word in consideration on the platform of commerce, industry and higher education especially professional education. The concern for employability is growing more day by day with the advancement in educational sector on the magnitude of new reform. This has witnessed skills gap into the students who wish to join industry. Various issues like employability skills, employment related questions, success and failure in work, understanding the skills needed by management qualified employees entering the workforce and their relation to education and the like remained in the discussion. This paper attempted to articulate views of researchers on employability skill, employers' perspective on employability skill, employability skills gap and bridging the skills gap. The review is presented in synthesis form with the help of different categories viz. employability definition, meaning of employability skill, academic perspective, employability skill gap, suggestions on employability skills. The paper does not conclude in its own but facilitate thinking on bridging the skill gap. The paper may benefit the researchers in hypotheses framing who wish to work on this area.
- **Truong Quang Duoc and Christoph Metzger (2007)**, in their research paper on **"Quality of business graduates in Vietnamese institutions: multiple perspectives"** investigated some quality indicators of graduates in business master programmes in Vietnam and the perception gaps of graduate quality if any among the three primary participants in the educational process, e.g. graduate, faculty and employers. This is an

exploratory and analytical study. The exploratory factor analysis (EFA) and MANOVA are the two major statistical approaches used for scale purification and data analysis. The population for this study is composed of 460 graduate students and 195 faculty members from 7 main tertiary institutions across Vietnam and 153 employers in Hochiminh City. The findings from the study indicate that there are 19 variables which represent the graduate quality in business master programmes in Vietnam. Of the 19 variables, critical analysis, problem-solving skills, and overall quality of work are the most important indicators. The findings also indicate that there is a significant difference of perception on graduate quality between the three groups surveyed. Research limitations/implications – As far as personal attributes are concerned, such indicators as willingness to learn, enthusiasm, and self-motivation are rated differently. The similar views as well as the different ones on those variables might serve as points of reference for business schools and employers to update their curriculum and staff development programmes. Such multiple perspectives on graduate quality would also help to raise students' awareness of core skills and competencies needed for their future career. The research findings are most applicable to business training programmes. For other types of training programmes, further research is recommended.

- **Mary A Gowan (2012),** in their research paper, **"Employability, well-being and job satisfaction follows a job loss"** aims to investigate changes in psychological well-being over time for individuals who experienced a career disruption in the form of a company closing, and to examine the relationships between employability, well-being, and job satisfaction. Data were collected at the time of job loss (T1) and six years later (T2). The 73 respondents at T2 represent a stratified random sample of the T1 respondents. Hypotheses were tested with paired sample t-tests and hierarchical multiple regression. Results indicate that the negative psychological impact of job loss diminishes over time. Additionally, employability predicted well-being and job satisfaction. The results of the study provide guidance for the design and administration of outplacement and related programs that focus on increasing employability and psychological well-being, and suggest ways that individuals can shield themselves from the negative consequences associated with a job loss. The results have policy implications for the design of government funded outplacement and retraining programs. The paper is the first to examine job loss over a six-year period of time, and the first to examine the impact

of employability attributes on multiple indicators of well-being and on job satisfaction in the job loss context.

- **Andrew Rothwell and John Arnold (2007),** their research paper on **"Self-perceived employability: development and validation of a scale"** aimed to report on the development of a self-report measure of individuals' perceived employability. Employability concerns the extent to which people possess the skills and other attributes to find and stay in work of the kind they want. It is thought by many to be a key goal for individuals to aim for in managing their careers, and for organisations to foster in workforces. It also seeks to examine its construct validity and correlates. Based on the analysis of relevant literature, this study developed 16 items which were intended collectively to reflect employability within and outside the person's current organisation, based on his or her personal and occupational attributes. The paper concludes that self-perceived employability can usefully be thought of as either a unitary construct, or one with two related components – internal and external employability. The measure very successfully distinguished employability from professional commitment, and fairly successfully from career success. Only slight variations in employability could be attributed to demographic characteristics. This author believes that the scale can be applied to other occupational groups, in organisational consultancy, and in individual career development. It can be used either as one scale or two, depending on the purpose of the investigation. The study concludes that this research represents a psychometrically adequate contribution in an under-researched field and will lead to future research.
- **David Rae (2007),** in his research paper on **"Connecting enterprise and graduate employability: Challenges to the higher education culture and curriculum?"** demonstrated the rationale for connecting enterprise education with employability and career development in the design of curricula and learning experiences within UK higher education. The paper is based on the experiences of practitioners, including the author, in embedding enterprise education and in seeking to develop a holistic approach which connects enterprise and employability through personal and career development. The article presents "connected" models of individual learning and of the institutional integration of enterprise, personal and career development. These are located within a critique of existing approaches to graduate employability, including examples of innovative practices. The article builds on the early experiences of connecting graduate enterprise and employability in the UK and proposes that further research is required as

the field develops in experience and complexity. The article provides models, strategies and examples of effective practices for embedding enterprise and employability in higher education. This article is innovative at a conceptual level in arguing for a "connected" and holistic approach to employability and enterprise development for students and graduates.

- **Vidya M Iyer and Kartik Dave (2015),** in their research paper on **"Industry's role in employability",** assessed the role of industry in developing employability by studying employability from the industry point of view. The world is seeing a large deficit in employable workforce. An employable workforce is developed with appropriate combination of academic and practical skills. Practical skills are better developed with industry intervention rather than in classrooms. Changing trends of economic activity have steadily changed the business thought. The purpose of this paper is to assess the role of industry in developing employability by studying employability from the value chain and "Demand-Supply" of workforce models. The scope is limited to Indian context. This paper is a part of the research on factors influencing employability in India. The study is based on literature review, expert interviews and authors' own experiences and understanding. It has been found that most of the countries in the world are facing a shortage of skilled and employable workforce. We examined various literature content and studied specific instances in the Industry. The study has shown that in the cases where industry has been actively involved in identifying training needs, the supply of manpower has been adequate. So, it is found that industry's role in employability is crucial and impacts on other macro policies for human development. As this paper is a part of a larger study on "Factors impacting employability in India," it is of paramount importance to Indian researchers, students and policy makers. The paper and the research are oriented to identifying causes to the problem of employability, so that systemic changes can be identified.
- **Mona Khare (2014),** in his article **"Employment, Employability and Higher Education in India: The Missing Links",** focused on analysing the growth and changing structure of the Indian higher education system in the light of the education profile of the Indian jobseekers, labour market demands and the employability index for India's high-growth sectors on the basis of existing skill gaps and suggests a broad pathway to plug in the gaps and missing links. The study concluded that the greater challenge is to prepare our larger lot of the educated graduates from the general education streams for the emerging skill needs of employable youth.

- **Dr Artee Aggrawal (2015),** her research article **"Employability Skills in Higher Education in India- A Review",** focused on reviewing the efforts of government in skill development in higher education sector in India and also focusing on the review of existing literature. The study highlighted various reasons for lack of employability skills among graduates. The important reasons among them are: Outdated Curriculum, Lack of Hands-on experience during studying, Lack of Soft Skills, Shortage of trained teachers and trainers, Absence of a National Competency Testing and Accreditation system, Lack of infrastructure, Lack of vertical mobility, Inflexible curriculum, Mismatch of Demand and Supply, non-adoption of technology etc.
- **Venetia Saunders and Katherine Zuzel (2010),** their article **"Evaluating Employability Skills: Employer and Student Perceptions",** evaluated the student employability skills from the perspective of sandwich students and graduates in bio molecular science and their employers. A strong correlation was found between employer and sandwich student/ graduate perceptions of the relative priorities amongst employability skills. Skills such as enthusiasm, dependability and team-working scored higher than subject knowledge skills, whilst commercial awareness, negotiation and networking were given lowest priority. Furthermore, the lowest ranked skills were those that sandwich students/graduates were assessed to be least proficient in. Overall skills of new graduate employees were rated less highly by their employers than by the graduates themselves.
- **K M Pradeep, S Edmund Christopher and D Kinslin (2018),** in their research article **"Management Education in Kerala Impact on Employability",** aim is to analyses why the employability is not as high as education in the Kerala State. The study could find out many variables contributing to it. Primarily the study focusing how Management education in the state affects the corporate readiness of the students of Kerala, also trying to find out how can improve upon and trying to suggest the required connect from the study.
- **Dr Shweta Tiwari (2012),** his article on **"Skills, Competencies and Employability through Business Education",** aimed to examine the link between industry competency requirement and the current provisions for Business education in India and to understand the significance of skills and competencies with employment. The study reveals that, a gap exists in terms of ensuring the needs of industry are met by the ongoing skills development of the workforce. The study revealed a clear understanding of the factors in

business education that govern the relationship between the Skills, Competencies and Employability.

- **Celiwe Tati Mtebula (2014), in her research report "Employers' and Graduates Perception Survey on Employability and Graduateness: Products of the School of Construction Economics and Management at the University of the Witwatersrand",** research examines the graduateness and employability of graduates that were produced from the school in the period between 2008 and 2011. The key findings were that whilst the graduates said that they were ready for employment after completion of their respective degrees, the employers said that graduates did not have sufficient experience to enter the working world. Thus, it is clear a gap certainly exists between the perceptions of graduates and employers. It was concluded that an effort must be made between the different stakeholders to breach this gap.
- **Doreen McGunagle and Laura Zizka (2019),** their article on **"Employability skills for 21st century STEM students: the employers' perspective",** intended to identify the employability skills lacking in Science, Technology, Engineering and Math (STEM) industry from employers' perspectives to assist STEM educational institutions in creating more relevant programs inclusive of employability skills. The study finds that, the median scores for all 16 skills confirmed their importance for employability in the five manufacturing industries. The five highest ranking skills were team player, self-motivation, verbal communication, problem-solving and being proactive, which align with previous studies on workplace skills.
- **G Gowsalya and Dr M Ashok Kumar (2015),** their article on **"Employability Skill: A Literature Review",** investigated the existing literature in the field of Employability skill analysed covering MBA graduates, Engineering graduates as well as University students prevailing in India, focused mainly on analytical skills self-understanding, general management and work culture, leadership and problem solving ability and communication. The employability skill statuses of the respondents are in need to improve the existing district. Being good at one skill cannot facilitate the competency in other. Hence, the recent scenario is that the applicant who is multi-tasking can sustain and gain in employment.
- **Samson Packianathan and Rajagopal Narayanan (2014),** in their research article on **"Employability Skills: A Conceptual Framework",** made an attempt to provide a conceptual framework on employability skills of business graduates based on in-depth reviews. Reviews for a period of 20 years between 1994 and 2013 have been assimilated

and categorized into two propositions. They are (i) Business graduates require specific employability skills; (2) Curricular changes enhance employability skills of business school graduates. Based on these propositions, a conceptual framework on employability skill has been developed. The article concludes with the findings that, both education and employment are life-long processes, which require mediating and modulating to suit the recruiters' requirement. Effective collaboration between the teaching institution and changing labour market, will spring forth a work force which will be a priceless gift to the society, contributing to the economic growth of a nation.

- **Sunil S Dhanawade and Sarang Bhola (2012),** in their article on **"Employability Skills of MBA Students at Entry Level: an Employers and Students Perspective",** threw light on the gap between perceived skills by management students and the industry expectations from MBA post-graduate at entry level. The findings reveal that, the level employability skills perceived by the industry are low as compared to the level of employability skills perceived by the students. This is the gap area when it comes to the employability skills perceived by the MBA students and the perceived employability skills of MBA students. The study concluded that some efforts can be taken to bridge this gap through various development programs for MBA students in addition to the syllabus and pedagogy of MBA course.
- **The World Economic Forum, New Vision for Education (2015),** the report on **"21st century skills for students",** highlighted students need more than traditional academic learning, they must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.

4.4 Skills in commerce and management students

- **Ehab K A Mohamed and Sherif H Lashine (2003),** in their research paper on **"Accounting knowledge and skills and the challenges of a global business environment"** identified the challenges facing accounting education in providing students with the knowledge and skills that raise their competency level to meet that required by the market. The rapid spread and acceptance of globalization and the enormous developments in information technology, has led to dramatic changes in the business environment. These changes have brought new challenges not only to business but also to business education. Business schools that prepare future managers in different

disciplines are responsible for closing the gap between the skills acquired by its graduates and the required skills by the global markets. These challenges warrant that the competency level of accountants should be improved. Current accounting education and the skill levels of accountants are not in line with what is required in the dynamic environments of global business. A strategic plan for closing the gap between the acquired and required skills is presented to help prepare students for facing and dealing with the challenges of the new global business environment.

- **Simon P Ellis (2003)**, in his research paper on, **"Anticipating employers' skills needs: the case for intervention",** demonstrated need to anticipate employers' future skills requirements. The paper first suggests that employers require advice and labour market intelligence in order to determine their skill requirements effectively, and to ensure their future competitiveness. It then shows that educational and training institutions also need to anticipate employers' requirements, and so supply side institutions also need to anticipate employers' skills demand. Finally, some theoretical evidence for skills forecasting is presented together with some practical developments of forecasting techniques undertaken by the Unit.
- **Chris Collet, Damian Hine and Karen du Plessis (2015)**, their research paper on **"Employability skills: perspectives from a knowledge-intensive industry"**, aims to assess graduate skills requirements in a knowledge-intensive industry from a demand perspective as distinct from a curriculum (supply) viewpoint. While the global education debate remains focused on graduate skills and employability, the absence of a shared language between student, academic and industry stakeholder groups means that defining industry skills requirements is both essential and difficult. The study derived skills items from a breadth of disciplines across academic, policy and industry literature. CEOs and senior managers in the innovation and commercialization industry were surveyed regarding perceptions of skills in graduates and skills in demand by the firm. Two rounds of exploratory factor analyses were undertaken to examine employers' perceptions of the skills gap. First-order analysis resolved ten broad constructs that represent cognitive, interpersonal and intrapersonal skills domains as applied in this industry. Knowledge, leadership and inter-professional collaboration feature as prominent skills. Second-order analysis revealed employers' perceptions of graduate skills specifically centre on organisational fit and organisational success. An over-arching theme relates to performance of the individual in organisations. The findings suggest that the discourse on employability and the design of curriculum need to shift

from instilling lists of skills towards enabling graduates to perform in a diversity of workplace contexts and expectations, centered on organisational purpose. In contrast to the heterogeneous nature of industry surveys, the authors targeted a homogenous sector that is representative of knowledge-intensive industries. This study contributes to the broader stakeholder dialogue of the value and application of graduate skills in this and other industry sectors.

- **Anna Marie Claudia Williams (2015)** in her thesis, **"Soft Skills Perceived by Students and Employers as Relevant Employability Skills"**, examined the soft skill perceived by students and employers. Local employers believe the lack of pre-requisite soft skills inhibiting the graduates from a local community college from securing employment. The rationale of this phenomenological study was to investigate the perceptions of students and employers related to the soft skill needed to be successful in future employment. The theoretical framework was based on Mezirow's transformational and Daloz's mentorship theories. Individual face-to-face, semi structured interviews were used to gather data from 12 business and computer students and 7 employers who were selected using purposeful random sampling according to 19 participants, for entry level jobs, communication was the most important and the most lacking soft skills. The recommendations informed the creations of a mandatory 3-day professional development training program which was developed to help student enhance their soft skill before entering their future career. This study directly effects positive social change by enhancing the quality of soft skills for future employees who enter the local work force. Although other soft skills – negotiation and critical thinking skills- needed improvement, they were not as crucial at the entry level status suitable for the community college students. Study concluded that the soft skills are just as important as technical skills; soft skills compliment the technical skills. Higher education institutions need to help students to hone the relevant soft skills as employers place significant importance on soft skills. Soft Skills Training Strategies should be tailored to meet the needs of students and employers.
- **Vinh V Thai, Stephen Cahoon and Hai T Tran (2011)**, took their research work on **"Skill requirements for logistics professionals: findings and implications"**, with an objective to explore the current profile of skills and knowledge of Australian logistics professionals and identify important requirements for the future. The study targeted the population of 1,300 professional members of the Chartered Institute of Logistics and Transport in Australia, employing the triangulation of both mail survey and in-depth

interview techniques. A total of 147 usable questionnaires were returned and seven interviews conducted. The study found that all proposed business-, logistics- and management-related skills and knowledge are important for logistics professionals. Logistics-related skill and knowledge set was found to be the area that educational and training institution. The study suggested that Australia should particularly aim at to further equip local logistics workforce with substantial skills and knowledge to perform their job successfully. In addition, universities and other training institutions should focus on developing and providing specific courses, especially professional development courses, to prepare logistics professionals with a broader skill set for the future. The major limitation of this research is that the revised BLM framework has just been tested only in Australia. Future research direction is desired, e.g. conducting the study using the same instruments in other countries to increase the reliability and validity of the proposed revised framework. The study has gone further to elaborate the framework and incorporated a number of additional skills and knowledge which are considered to be critical in the contemporary business environment, and thus it helps to enrich the contemporary literature on logistics knowledge and skill set for logistics professionals. This study is also of benefit to managers in logistics firms as they can identify important skills and knowledge to improve on, while policy makers and educational and training bodies can also use the findings from this research to design and implement courses which are necessary to facilitate skill and knowledge development for logistics workforce.

- **Lesley, Giles and Mike Campbell (2003),** in their article on **"The productivity and skills challenge",** explained the relationship between productivity and skills. Levels of economic performance and prosperity, whilst historically high, are below those in some other countries. Relatively, low productivity is a major determinant of this economic performance and increasing skill levels can have an important function in raising productivity. It is in this area that the new Skills for Business Network of Sector Skills Councils, supported by the Sector Skills Development Agency, intends to play a key role and hopes to make a real difference. This article discusses the productivity challenge within the UK and undertakes a brief assessment of the main skills priorities for this new UK-wide network launched in 2002. The article considers the relationship between skills and workforce development and economic performance and discusses the issues this presents for the new network.

- **Sharon Cox and David King (2006)**, made a study on **"Skill sets: an approach to embed employability in course design"**, with an objective to demonstrate an innovative approach to embedding employability in the design of a university degree scheme using skill sets. This paper presents a new approach to making employability the priority when developing a new degree scheme. The paper looks at conventional approaches to course design, which begin with the resources already available within the higher education institute. The skill sets approach, however, begins with employers because they are the ultimate arbiters of employability. Employers working with the academic design team define coherent portfolios of skills: definitions which are then used to provide shape and form to the new degree scheme. The important finding of the paper is that the employers can identify skill sets that relate to long-term employability as opposed to short-term employment. These definitions can usefully inform the design of a degree scheme. The benefit of the approach of this paper lies in design of degree schemes that aim to educate a graduate to fulfil an identifiable role in industry. This approach is based on defining the continuing intellectual and critical thinking skills that enable a graduate to fulfil a role, rather than the immediate task-related skills that enable a graduate to fulfil a job. The involvement of employers in formulating a portfolio of graduate skills can be applied to the design of other schemes.
- **G Gowsalya and Dr M Ashok Kumar (2015)**, in their article on **"Employability Skill: A Literature Review"**, reviewed the existing literature in the field of Employability skill prevailing in India. The focus of the literature survey is to review these employability skills like analytical skills self-understanding, general management and work culture, leadership and problem solving ability and communication. The employability skill analysed in this literature survey include is MBA graduates, Engineering graduates as well as University students too. The employability skill statuses of the respondents are in need to improve the existing district. Being good at one skill cannot facilitate the competency in other. Hence, the recent day scenario is that the applicant who is multi-tasking can sustain and gain in employment.
- **Padmini I (2012)**, in her study entitled **"Educations Employability- the Need to Bridge the Skills Gap among the Engineering and Management Graduates in Andhra Pradesh"** explained that education and training create assets in the form of knowledge and skills which increases everyone's productive capacity of manpower and this is referred to a human capital. The purpose of the study was to throw light on the

employability skills required for technology and management graduates, to discuss the initiatives taken by the State Government towards skill building of technical students, to explore how soft skills can be integrated with curriculum thereby grooming the professional students for employment the author used secondary data that soft skill are identified to be the most critical skill and the current job market especially in the area of technology. It's concluded that the HR in term of quality and quantity are India's biggest assets, to gear up education system through various innovative and initiatives.

- **Nidhi Srivastava R K and Rajanibala J Shah (2014)**, in their study entitled **"A Study on Factors Affecting Employability Skills of Management Students"**, examined the present scenario of market expectations for management students and to find the factors of employability for them. The statistical tools used were exploratory factor analysis and ANOVA. The findings revealed that major factors are analytical skills and self-understanding, general management and work culture, leadership and problem solving ability and communication. The study suggests that, the management institutes should start continual training and workshop programs for familiarizing the students about the current need and market expectations by the different employers of different sectors.
- **Bindhu Ann Thomas and Dr K V Unninarayanan (2018),** in their research paper, **"A Study on Employability Skills of MBA Students from the Management Institutes in the State of Kerala",** the skill set used are: communication, problem solving, planning and organisation, leadership, team work, attitude, decision making, motivation, interpersonal and emotional intelligence, information technology, learning and functional skill.
- **Imeokparia P O and Ediagbonya Kennedy (2012),** in their joint paper **"Employability of Business Education Graduates",** the following employability skills are used under analysis. They are: basic skills, thinking skills, resource and capability skills, information skills, interpersonal skills, systems/technology skills, personal quality skills, secretarial skills and accounting skills.
- **Y Muralidhar Reddy and Dr S Hanuman Kennedy (2017),** in their joint paper **"Employer's Perception on the Employability Competencies of Management Graduates",** aim to discuss the research findings of employer's perception on various parameters of competencies of management graduates. The very important findings of the study were interpersonal communication, customer service orientation, written communication.

- **Atah Cletus Akpo and Abeng Christiana Oliver (2019),** in their article on **"Influence of Institutional Variables on Employability Skills Acquisition among Business Education Students in Tertiary Institutions in Cross River State, Nigeria",** determined the influence of institutional variables on employability skills acquisition among Business Education students in tertiary institutions in Cross River State, Nigeria. The study revealed that there is significant influence of classroom climate and instructional method on employability skills acquisition among business education students. Based on the findings of the study, it was recommended among others that the teacher should always utilize practical method of instruction that can help the students concretize what they learn and apply it in real life situation as learnt.
- **Dr M Nishad Nawaz and Dr B Krishna Reddy (2013),** their paper on **"Role of Employability Skills in Management Education: A Review",** conducted with the objectives of exploring the employability skills required for management graduates, discussed the previous research done in different countries related to employability skills and explored the skill sets of the management students that will best serve the future labour market requirement in management education The study was done on the basis of the literature survey of educational reports, articles, empirical and theoretical research papers. Studies done in India and in other countries have been abridged in this paper. The study revealed that, industry today looks for trained manpower in sales, marketing, HR and finance roles in large numbers. Formal training of employees in basic business frameworks and concepts is a key success ingredient in the not-so mature Indian industry. Human resources, in terms of quality and quantity, are India's biggest assets. A favourable demographic structure (with about 50 percent of the population below 25 years of age) adds to this advantage. However, to capitalise fully on this opportunity and not face the possibility of a skills-shortage, it is essential to gear up the education system through innovative initiatives.
- **S K Manju Das and Dr R Velmurugan (2019), their article "Skill for Employability among MBA Students. The Gap between Skill and Employability- A study Conducted among MBA Students and Employers",** is an attempt to explore how the employer and MBA graduates view the graduate employability skill from their perspective---that is the observed versus self-perceived. This study was conducted in the state of Kerala. The study reveals that both employer and MBA student perceive employability skills as mediocre both in quantum and belief, exposing the prevailing

condition of employability skill among MBA students, which needs to be addressed and corrected to ensure the creation of better human capital.

- **Rajanibala J Shah and Nidhi Srivastava (2014),** their article **"A Study on Factors Affecting Employability Skills of Management Students",** was conducted with the objective of identifying the factors which are affecting the management graduate employability skills from the city Ahmedabad (Gujarat, India). Four independent Factors have been identified to make a significant impact on employability skills of management graduates. These are analytical skills and self-understanding, general management and work culture, leadership and problem solving ability and communication. So this study concludes that institutes should work on the path of developing above factors of graduates that will best serve the future market.
- **Gowsalya G and Dr Ashok Kumar M (2016),** their research paper on **"A study on the factors affecting employability skills among college students in Namakkal District of Tamil Nadu",** was conducted with the objective to find out the factor of the employability skill of the Arts and Science college students. Two independent factors were identified to make a significant impact on the employability skills of Arts and Science graduates. The study concludes that the educational institutes should work on the path of developing the knowledge and skills of the graduates that will best serve the future era.

4.5 Skill gap analysis

- **Scott G Dacko (2006)** in his research paper on **"Narrowing the skills gap for marketers of the future"** explored the gap between what marketing skills are being developed in MBA programmes and what practitioners want and need in marketers of the future. The purpose of the research is first, to understand, explain, and evaluate the nature and extent of marketing skill development in MBA programmes relative to the needs and desires of practitioners and students, and second, to present findings and recommendations for increasing the effectiveness of skill development in MBA programmes for the benefit of both marketing practitioners and academics. The research is primarily based on survey research on skill development in MBA programmes from the perspectives of both graduates and marketing practitioners. This research suggests that six important skill weaknesses – decision making, leadership, problem formulation, persuasion, creativity, and negotiation – need to be developed among future marketers and that a marketing education framework should be based on the pillars of a project and

dissertation, classroom debate and discussion, and oral presentations. The contribution of the research is that it extensively characterises and quantifies the extent of a marketing skill development gap – the gap between what marketing skills are being developed in MBA programmes and what practitioners want and need in marketers of the future in addition to providing recommendations to close the marketing skills gap. The study suggests that the future research should focus on understanding and explaining to an even greater extent how marketing education can make more effective use of interactive, hands-on learning approaches typified by a project and dissertation, classroom debates and discussions, and oral presentations.

- **Cathy Hart, Grazyna B Stachow, Andrew M Farrell and Gary Reed (2007),** their study on **"Employer perceptions of skills gaps in retail: issues and implications for UK retailers"**, identified the skills gaps associated with retail employees in SME and multiple retail companies, and to investigate the potential training and business implications that arise from these skills gaps, from the point of view of retail employers, research was conducted within one geographical region and across five counties within the UK. Telephone and face-to-face interviews and focus group workshops were conducted, resulting in responses from 52 retailers. The study also focused on the key issues and areas of concern such as the industry image and impact on recruitment and retention; employee and management skills gaps; and barriers to training. The findings highlight the need for UK retail industry to raise the image of the sector, to identify the skills sets for specific roles, and to clarify the retail qualifications and training required delivering these. The study succeeds in identifying the skills gaps associated with retail employees in SME and multiple retail companies and in investigating the potential training and business implications arising from these skills gaps.
- **Clinton O Longenecker and Laurence S Fink (2006**), their research paper on **"Closing the management skills gap: A call for action",** is intended to provide the necessary tools to attack the causes of management training failures. The top ten managerial training failures were identified from a sample of 323 seasoned managers in rapidly changing organizations are discussed along with specific suggested solutions. A revised content analysis revealed the most frequently cited causes of why organizations fail to train their managers properly. The findings provide an up-to-date list of the causes of ineffective training and the discussion focuses on ways to close the managerial skills gap by providing specific solutions to identified problems.

- **Talat Islam, Ishfaq Ahmed, Zainab Khalifah, Misbah Sadiq and Muhammad Asim Faheem (2015),** in their research paper on **"Graduates' expectation gap: the role of employers and Higher Learning Institutes"**, examined the difference between fresh graduates' expectations and actual experiences regarding work environment. Study was conducted with the help of a questionnaire-based survey on 170 Malaysian fresh graduates. They were evaluated on the basis of their expectations and actual experiences which enabled the researcher to determine gaps. Using paired sample t-test it was found that there exist gaps regarding what fresh graduates expect and their actual experience regarding work environment. Leadership communication and decision making were found to be significantly related with job satisfaction whereas leadership was found to be related with organizational commitment. The study has implications for fresh graduates, employers and higher learning organization. This study helps to examine fresh graduates regarding what they were expecting and actually experienced in the workplace. Moreover, the study also identifies how these gaps influence graduates' job satisfaction and organizational commitment.
- **Lorri Freifel (2013),** his Report on **"Bridging the Skill Gap",** examined the different dimensions of skills gap in US. It highlighted cause and effect of skill gap, what employers, training and employees can do, what can educational and social system can do, by the numbers, strategic components and leadership mediocrity. A skills gap threatens the sustainability of businesses around the world. And while a big part of the skills gap is a shortage of people skilled in the STEM (science, technology, education, and math) industries, there also is a gap in soft skills such as communication and advanced leadership skills. Ed Gordon, author of "Winning the Global Talent Showdown" believes the education to employment to talent creation system--from first grade through college through career training--needs to be revamped. "It's not a skills problem; it's a talent issue," he asserts. There is a mismatch between skills being taught in the U.S. and the labor pressure in the market. A gap analysis will determine what steps should be taken to ensure the workforce that is required for the future." The employers must answer questions such as: How many will we need? What skills? Where will we get them? Do they currently exist? Will we have to "make" them through our training investment? The second vital investment a company must make is in training, Holmes says. "Both new employees and incumbent workers should be offered the training they need to keep their skills relevant." McCarthy offers four key pieces of advice for employees: Ensure you have good basic math, language, reading, and writing,

communication, and technical/computer skills. "It is up to the student and parents to own this, no pushing the sole responsibility to the school system," she emphasizes. Ensure you have, at minimum, basic employability skills: dependability, ability to get along with others, and problem-solving skills. "These are first learned in the home," she says, "so the parent, or parental figures, have a duty and responsibility to model and hold children accountable." The speed of business is changing faster than ever and our education and social systems are not keeping pace, McCarthy believes. "A focus on communication, problem-solving, and critical thinking is lacking in our current education system, but these are required skills for successful employment." McCarthy's note to educators: Teach these skills, model them, and expect them! McCarthy says the lack of basic skills such as math, science, reading, and writing is a deal breaker. "Employers don't have the capacity to teach these in the workplace; it is up to the education system and parents to ensure each person have these skills." It is also important to provide new leaders with comprehensive training in core leadership skills. Then, on an ongoing basis, it is critical to provide them with feedback on their soft skills and hold them accountable for improving. The report also states no organization should settle for mediocre leaders.

- **Ngat-Chin Lim (2015)**, this research paper on **"Towards an integrated academic assessment: closing employers' expectations"** showcased that the integration of academic assessment with workplace performance appraisal practices can help to address the gap between graduate employability skills and employers' requirements. Employability refers to learning of transferable skills. The integrated assessment criteria grid by which the quality of the assignments may be judged was developed and discussed with the students. Grades achieved by each assessment criterion are analysed and inferred as to whether students have learned the desired transferable skills. The study found that such integration strengthens the theoretical argument on the importance of formative assessment as a way to nurture students' learning. The transferable skills that students appeared to have learnt include "use of relevant data, meticulous, attention to details, structure & systems thinking, critical thinking and writing skill". The paper was not able to address students who did not appear to have learnt the transferable skills. Employers are more cognisant of the quality of the management students graduating from this university. The learning of transferable skills reflects creativity development, and this contributes to the theory of knowledge which emphasises the importance of developing creativity through education. This paper

introduces a new form of formative assessment as a way to nurture students' learning of transferable skills within a coursework assignment setting.

- **Malik and Rajeshwari (2012)**, in their research article on "**Management Education and Corporate Expectations: Bridging the Gap"**, discussed the importance of bridging the gap between the management education and corporate expectations. The world has stepped into a new century and a new millennium. The world of education faces the challenges of adapting to changing needs of the society in general and corporate world in particular. Changes and competition are predominant in the business environment. It is an era of unprecedented challenges and global opportunities. This situation calls for imminent review of constituents of academic programmes, their relevance and output. Managers are charged with the responsibility of taking actions that will allow individuals to make a huge demand for managers not only in business enterprises but also in non-profit and non-governmental organizations. But it is questionable as to whether the demand is for what they have been taught. Prospective employers benefits from the fact that these young people have the semantic of business. Together the industry and institutes must make management education superior and relevant. That might require de-recognizing many schools, eliminating undergraduate programmes in management, rebuilding commerce education and ensuring that a management education is truly an education and not merely a passport to good employment. Ideas given in this article if implemented on time can help management education in improve its standards and play a vital role in nation building.
- **Vikhe Gautham V and Preeti Agrawal (2014)**, the research paper on **"Industry-Institute Employability Skill Gap Analysis"**, was undertaken to build on literature and to push back boundaries of understanding and practice in management institutes. This research study also determined the perception study and level of importance given to various employability skills by management institutes and corporate. We are in fast-paced, highly competitive and global world of work. Management education must serve the purpose of providing "marketable products" as management students to corporate world. So the onus lies of management institutes to proactively prepare and provide the finished products for immediate utilization and consumption skills in them. Employers want skills when they need them delivered in a manner they can afford. Employers want prospects for advancement and control over their careers. This research was done to analyse skill gap between academia and Industry. It also focuses on perception gap between the Human resource managers and the Directors or Training and Placement

officers over employability skills. This research also reveals that there is huge gap in the importance attached by both the verticals on employability skills. The researcher believes that this research will surely provide industry-academia with more knowledge to obtain more effective collaboration so that it will be beneficial to both industry and academia. This research also revealed the level of possession, and the strategies used to integrate employability skills across management institutes. The findings also suggests that management curriculum is lacking in preparation of the students for good positions in corporate which requires broad range of employability skills which will make candidates face internal and external challenges. The researcher concludes that academia –industry would create mutually beneficial partnership. Corporate believe that there is great growing shortage of talented management students, they look forward for proper interaction with management institutes as one of the most important source of future talent. The result of this study will surely provide Industry and Academia with more knowledge to obtain more effective collaboration so that it will be win-win situation to all stake-holders.

- **Vikhe Gautam V and Preeti Agrawal (2014),** in their article **"Industry-Institute Employability Skill Gap Analysis",** the following employability skills are used under analysis. They are: Communication Skill, Learning Skill, Team Building Skill, Adaptability Skill, Responsibility Skill, Interaction (Networking) Skill, Proactive Skill, Appearance Skill, Task Perseverance Skill, Operational Skill, Creativity and Problem Solving, Work Performance Skills and Techno Savvy skill.
- **Akil M Nair, Sidharth S Prasad and Sreelatha K S (2019),** in their research article **"Case Study – How to Bridge the gap between present Education System and employability in Kerala State",** presented that the talent and competency of students in Kerala are widely accepted all over the country. The IQ and EQ level are more than that of national average. Students who passed out from professional institutes are with distinction but majority are unemployed. The study analyses to bridge the gap between education system and employability in Kerala.
- **S K Manju Das and Dr R Velmurugan (2019),** in their research paper **"Skill for Employability among MBA Students. The Gap between Skill and Employability- A study Conducted among MBA Students and Employers",** explored the level of skills for employability among MBA students from the employers' perspective compared to self-perceived skills for employability among MBA students. This study is an attempt to explore how the employer and MBA graduates view the graduate employability skill

from their perspective---that is the observed versus self-perceived. The study revealed that both employer and MBA student perceive employability skills as mediocre both in quantum and belief, exposing the prevailing condition of employability skill among MBA students, which needs to be addressed and corrected to ensure the creation of better human capital.

- **Jeemol Unni (2016),** in her article **"Skill Gaps and Employability: Higher Education in India",** addressed the growing mismatch between skills/education and jobs/occupations. The study explored types of skill mismatch in the labour market, nature of tertiary education, and occupation and industry, and classify high technology and knowledge-intensive industry (KII). The study concluded that policy that encourages non-graduate technical and nontechnical diploma/certificate holders into the lower graduate-intensity occupations would help to close the skill gap and reduce the pressure on graduate HE.
- **Deepa KT, Shanmugam P and Archana Jayaram (2020),** in their joint paper **"Gap between Education and Employment: A Micro Study in Vellakinar Village of Coimbatore, Tamil Nadu",** presents that providing education and attaining higher education were the prime concern of the most of the developing economies including India. After attaining the levels, most of the developing economies are to create employment opportunities. The present study traced out the gap between education and employment based on field survey in Coimbatore district. The study concludes that educational qualification along with their skill and experience has significant impact on Employment. All levels of education significantly influenced the employment positively. That is, when the level of education increases, the probability of getting Employment also increased.
- **Mohan Lal Grero (2019),** in his Dissertation/ Report **"Mismatch between the Education system and the Job market in Sri Lanka",** investigated the mismatch between the education system and the job market in Sri Lanka, covering the three main education systems viz., general education, university education and the TVET education. The report conclusion that there is in fact, a mismatch between the education system and the job market in Sri Lanka, with special reference to the soft skills of job seekers. The key factors that are necessary for securement of jobs are: extra-curricular activities, English language communication skills, technical skills, ICT skills, career guidance, and the internship training that are common to all three education systems. The soft skills of human resources are mainly developed during the period of general education compared

to university education and the TVET education, but the examination bound nature of the education systems has prevented the development of soft skills of students.

- **Alex Radermacher, Gursimran Walia and Dean Knudson (2016), their joint article "Investigating the Skill Gap between Graduating Students and Industry Expectations",** presented the results of an empirical study where twenty-three managers and hiring personnel from various software companies in the United States and Europe were interviewed. Participants were asked about areas where recent graduates frequently struggled when beginning employment at their companies and which skill deficiencies might prevent a recent graduate from being hired. The results of this study indicate that recent graduates struggle with using configuration management systems (and other software tools), effectively communicating with co-workers and customers, producing unit tests for their code, and other skills or abilities. The results also indicate that a lack of project experience and problem solving abilities are the most commonly cited issues preventing students from gaining employment.

5. Identification and definition of the research gap

In all, 95 studies are reviewed. An analysis of review of literature has been conducted on commerce and management education, higher education and employability, skills in commerce and management students and skills gap analysis.

The various aspects of conventional commerce education have been studied by the researchers in the period 1987-2020 such as emerging challenges of commerce education, need for reorientation etc. The nature, scope and structure of these studies is general and not focused on any specific aspect in depth. All these studies are based on secondary data addressing the issues in a casual manner. More of these studies are Indian. The study on other three sub themes, are dominated by foreign researchers. There is a clear indication that it is still an under researched area. There are very few studies on skill and employability on MBA students in India. But absolutely no study is found in India on commerce graduates on the analysis of their skill and employability. Further, for a comprehensive study on employability, the inclusion of three primary participants - teachers, industrialists and students-is needed to arrive at the reliable result. Such a study has not been carried out either in abroad or in India. The researcher identifies that study on Education – Employability Divide - from the perspective of educators, industrialists and students in DK district is not carried out. The review of literature clearly shows that there is a research gap in this area. Hence an attempt is made to fill this gap by

taking up the study on **"EDUCATION AND EMPLOYABILITY DIVIDE IN BUSINESS EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT OF KARNATAKA".**

6. Research Questions

The study on **"**Education – Employability Divide" in Business Education – A Study in Dakshina Kannada District of Karnataka" is carried out with the following research questions:

RQ1. What are the present challenges and opportunities of business education?

RQ2. What are the knowledge, skill and attitude components that are important from business educators' point of view?

RQ3. What is the extent of education - employability divide in business education?

RQ4. What is the scope for the employment potential for business education graduates?

RQ5. What is the perspective of industrialists on employability skills requirement?

RQ6. What can students do to improve their skills to narrow down employability divide?

RQ7. What is the perception of students on classroom pedagogy?

RQ8. How can teachers improve professional teaching practice in enhancing student experience?

7. Objectives of the study

The objectives of the study are broadly categorized in to two.

The **core objectives** are:

1. To study the evolution, growth, development, opportunities and challenges of business and management education in India, in general and the study area in particular.
2. To investigate the knowledge and generic skills that are important for career success from the perspective of educators.
3. To assess the employability divide in business education in the present business scenario and ascertain the future needs in terms of skills required.

The **ultimate objectives** that are to be achieved during the course of the study are listed as under:

1. To study the scope of employment potential for business education students in the changing economy.
2. To understand educators' view on narrowing down the employability divide in business education.
3. To understand, explain; evaluate the nature and extent of skills required from the perspective of industrialists (employers).

4. To address students perception of class room pedagogy in improving the overall quality of the educational experience and to improve their employability.
5. To ascertain the teachers' role on improvising professional teaching practice in enhancing student experience.
6. To give suggestions and recommendations to narrow down the employability divide in business education based on the findings of the study.

8. Research hypotheses

The following assumptions are made to set null hypotheses for analysis

Ho_1 There is no difference between the skills acquired by the students and the skills required by the industries.

Ho_2 Educators are not competent enough to impart skills and take part in skill building process.

Ho_3 Educational institutions in the district are adequately empowered in providing infrastructure to cater quality education.

Ho_4 Industries are not willing to collaborate in skill building process with the educational institutions of the district.

Ho_5 There is a lack of awareness of required skill and attitude to improve their skill among the students.

9. Research methodology

The study is **empirical one** using both secondary and primary data. The analysis of secondary data shall involve a **comprehensive literature review** of published sources, including journals, magazines and newspaper reports. The micro level empirical part of the study will be carried out with a **structured questionnaire** to industrialists (demand side), education institutions (supply side) and fresh business education graduate employees (who are absorbed by the industries in the last two years) of DK District. As this district is known as an educational hub in the state of Karnataka, the District has a rapid momentum in the industrialisation due to the presence of sea port. Again, the District emerged as a prominent destination for the development of IT industry. A cross section analysis of the field data in the study area is carried out to draw inferences relating to the objectives set in the study.

9.1 Sampling technique

Through randomisation, the risk of unfamiliar sampling bias may be minimised. Hence, random sampling continues to be utilized for the study. This particular study has followed **stratified proportional random sampling method** to obtain information from the respondents in the DK districts in Karnataka state.

9.2 Population and source

The existing research analysis is connected to the education and employability divide in business education with the present needs around Karnataka. The researcher has found that there are three groups that are applicable to the study, namely, the industries (called demand side), education institutions (called supply side) and fresh business education graduate employees (called product or subject side). Hence, the source of information collected through Zilla Panchayat and Municipality Annual Report of 2018-19, District Development Manager of NABARD, DAKSHINA KANNADA DISTRICT AT A GLANCE 2019-20, Brief Industrial Profile of Dakshina Kannada District, Government of India Ministry of MSME Report 2018-19, Mangalore University Principals' Dairy.

9.3 Determination of sample size

Among the fundamental objectives of research is collecting appropriate sample that will fairly represent the population. The existing research analysis is connected to the education and employability divide in business education with the present needs around Karnataka. The researcher has found that there are three groups that are applicable to the study, namely, the industries (called demand side), education institutions (called supply side) and fresh business education graduate employees (called product or subject side). The data have been collected from **December 2020 to July 2021**.

Sample size was determined using a **software GPower**. By applying Power Analysis with α = 0.05, effect size = 0.3 and power = 0.90, sample size turned out to be 255 for the industries (demand side), 222 for fresh business education graduate employees (product or subject side) and 92 for education institutions (supply side).

From the desired 255 industries, representation is given for manufacturing industries, banks, communication, health and family welfare services, tourism and hospitality transport, education institutions and automobile industries proportionately using stratified sampling technique by applying the formula:

$$n_h = \frac{N_h}{N} * n$$

9.4 Validation of data collection instrument

A reliable and valid research instrument is absolutely essential for any research and the method of administration as well as adaptation of the questionnaire to target population is considered fundamental. Therefore, two forms of data development and data validation were used in the present study. They are:

1. Validity testing, and
2. Reliability testing.

Validity testing means testing the instrument to see if it has the ability to measure what it intends to measure. Validity testing includes content validity.

Cronbach's Alpha reliability coefficient is used to find out how far the data collected by using Likert's 5 Point Scale are reliable. The reliability coefficient ranges from 0 to 1. Original questionnaire was administrated to 176 respondents, representing the pilot study to test the reliability of the items in the questionnaire under various independent variables. All the components had a cronbach alpha value of 0.9 and above. Hence, we retained all the items under various categories in the questionnaire. A reliability coefficient of 0.7 or greater is generally said to be reliable in literature. When the reliability coefficient is 0.7 or greater, then it is concluded that the data collected by the researcher is reliable and can be used for further analysis. Cronbach's Alpha reliability coefficient is calculated for the respondents' response for all the questions in Likerts scale under various categories in the questionnaire. The reliability coefficient has been calculated for 176 respondents. Cronbach's Alpha value is presented in the following table 1:

Table 1: Cronbach alpha test for reliability

Question assessed 176 respondents	**Respondents**		
	Industries	**Education institutions**	**Fresh business education graduate employees**
Need for the students' employability activities	-----	0.863	-----
Expected employability skill	0.883	0.864	0.866
Current employability skill	0.883	0.884	0.879
Reasons for the employability skill gap	0.848	0.828	-----
Important factors while recruiting graduates	0.937	-----	-----

Level of employability skills	0.887	-----	-----
Skill enhancement programmes	0.898	-----	-----
Factors helpful for finding a job	-----	-----	0.847
Overall	**0.899**	**0.893**	**0.928**

From the above table it is seen that the alpha reliability coefficient is greater than 0.7 and hence the data collected by the researcher is used for different statistical analysis as per the objectives framed for the analysis.

9.10 Reliability testing - main study (all the respondents)

The reliability coefficient has been calculated for the total respondents Cronbach's Alpha value is presented in the following table 2:

Table 2: Cronbach's alpha test for reliability

Question assessed 569 respondents	**Respondents**		
	Industries	**Education institutions**	**Fresh business education graduate employees**
Need for the students' employability activities	-----	0.897	-----
Expected employability skill	0.801	0.827	0.862
Current employability skill	0.838	0.840	0.818
Reasons for the employability skill gap	0.878	0.826	-----
Important factors while recruiting graduates	0.822	-----	-----
Level of employability skills	0.809	-----	-----
Skill enhancement programmes	0.810	-----	-----
Factors helpful for finding a job	-----	-----	0.858
Overall	**0.870**	**0.889**	**0.879**

From the above table it is seen that the alpha reliability coefficient is greater than 0.8 and hence the data collected by the researcher is used for different statistical analysis as per the objectives framed for the analysis.

9.11 Tools for data collection

Following methodology was followed for data collection for the study of the research topic:

- Questionnaire

- Interview and discussion
- Observation

9.11.(i) Questionnaire method

The structured instrument is the type of questionnaire that was created for testing the "Education and employability divide" in business education. In this particular research study, the information has been collected using the "Questionnaire" method. Hard copies of questionnaires were distributed to the concerned respondents. Majority of the respondents' data were collected on the spot, but in certain cases (very few) the respondents requested scanned copy of the questionnaires and filled at their free time and sent to the researcher in self-addressed envelopes later.

9.11. (ii) Use of scales in the questionnaire

The researcher used different scales to measure demographic profile of industries, education institutions and fresh business graduate employees. In case of industries, researcher used different scales to measure the perception of important factors while recruiting business education graduates, perception on the level of employability skills including reasons for the requirement of employability skills while recruiting graduates, level of expected employability skills in business education graduates, level of current employability skills of business education graduates employees working in the industry, perception on main reasons for the employability skill gap in business education graduates, which are metric in nature, and, therefore, measured using the five-point Likert scale with five meanings. The data relates to skill enhancement programmes from the perception of industries which are metric in nature, so, measured using rank assigning system 1 to 10 where 1 indicates the most prominent and 10 the least. In case of education institutions, researcher used different scales to measure the perception on level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students, rating on the need for the students' employability activities in the present business education scenario, perception of business graduates employability skills level such as student level of expected employability skills while completing the course, student level of employability skill while completing the course and main reasons for the employability skill gap, which are metric in nature, and, therefore, measured using the five-point Likert scale with five meanings. In case of fresh business graduate employees, researcher used different scales to measure the perception on the factors leading to better chances of finding a job, level of 'skill building' skills of business education teachers, perception on the level of 'skill building' skills of business education teachers, level

of expected employability skills in business education graduates to the present job market and level of current employability skills, which are metric in nature, measured using the five-point Likert scale with five meanings.

9.11.(iii) Interview method

In this particular strategy, interviews were scheduled with the respondents as well as questions were directed orally and information relevant to the questionnaire was collected. In most of the cases, the researcher collected information by asking questions to the respondents and filled the questionnaire by the researcher via informal and formal discussions.

9.11. (iv) Observation method

The observation made by the researcher during the course of the interview was also helpful for interpreting the information. Informal and formal discussions with respondents helped the researcher to analyse, understand and to reach conclusion.

9.12 Tools for data analysis

Data Analysis is done through basic statistical methods. As the research consists of large sample size, the data falls in the category of the normal distribution. After coding of data, the analysis has been done by using various tests and statistical tools for data analysis.

- Microsoft word - for data presentation
- Microsoft excel - data storage tool

9.13 Statistical techniques used

Data was collected, examined and checked for completeness and clarity. Numerical data collected using questionnaires was coded and entered and analysed with the help of MS Excel. A frequency table with varying percentages was used to present the findings. A result of interviews was through a critical assessment of each response and was examined using thematic interpretation in accordance with the main objectives of the study and thereafter presented in narrative excerpts within the report. Stake (2015) describes this method of data analysis as a way of analysing data by organising it into categories on the basis of themes and concepts. The following statistical techniques are used in the study:

1. Reliability test
2. Percentage analysis
3. Descriptive analysis

4. Factor analysis
5. Correlation analysis
6. Regression analysis
7. Analysis of variance and independent sample t test
8. Paired sample t test
9. Friedman's test with radar charts
10. Path analysis/ structural equation modelling.

10. Scope of the study

From the point of view of research studies, education – employability divide in business education is not much explored area with lots of potential for empirical study in the area. Dakshina Kannada District is one of the educationally advanced districts of Karnataka State. It is also known as hub of educational institutions. A number of colleges, affiliated to Mangalore University, are functioning within the District. Similarly, district is emerging as a prominent destination for the development of industries.

11. Limitations of the Study

The present study is not free from limitations. Concepts like measurement of perceptions are subject to limitations at every stage and some of these are given below:

1. The study was conducted only within the Dakshina Kannada District of Karnataka. The results of this study may be applicable only to areas similar to that of the study area. Therefore, the result of the study cannot be generalised to other industries and education institutions in the Districts of Karnataka.
2. This study is based on the data furnished by the respondents of industries, education institutions and fresh business graduate employees as well as the observations of the researcher during the survey. An element of personal bias may affect the data to some extent. Moreover, respondents were cautious while providing some personal data like status, position, age and economic considerations of the unit.
3. The method followed in the study to collect required information through questionnaires is from the sample chosen, hence, the entire work force and industries and education institutions could not be covered for study.
4. Findings of the study are obviously related to only seven major types of industries and only UG and PG education institutions and, therefore, quick generalisation on the rest of the industries and education institutions cannot be made.

5. Suggestions as well as recommendations given in the study are based on the findings of the study and researcher's own observations.
6. There was no reference books or text books available either online or in the libraries on this research topic for the literature review. Besides, the researcher has not come across any research findings as precedence to this study, hence, no comparison between the study and previous studies could be made.

In spite of the above limitations, the researcher has put in sincere efforts to gather the primary data required for the study by approaching the industries, education institutions and employees.

12. Layout of the Report

The study titled "EDUCATION AND EMPLOYABILITY DIVIDE IN BUSINESS EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT OF KARNATAKA" is coordinated and presented in the following five chapters:

Chapter 1: Introduction

This chapter presents an introduction to the subject of research and technical aspects such as the statement of the problem, research questions, objectives of the study, hypotheses of the study, research design, scope of the study, limitations of the study and layout of the report.

Chapter 2: Review of literature

This chapter includes survey of previous research studies and identification of the research gap.

Chapter 3: Business education and employability – A conceptual framework

This chapter deals with introduction to education, Purpose of education, introduction to business/commerce education, introduction to business/commerce education and management education, history of commerce education, higher education system in India, business/commerce education in India, business and commerce education in Karnataka, higher education and Dakshina Kannada, issues in furthering access to higher education, importance of education in development, concept of employability, employability skills, skills need, skill categories, generally accepted skill requirements in the industry, factors useful for finding the job, reasons for requirement of employability skills while recruiting graduates, need for the students' employability activities, factors to be considered in candidate selection, employability skill building process, skill enhancement programmes, skill gap and skill gap analysis, types of skill gap or mismatch, implications of skill gap on GDP, reasons for the employability skill gap, employability skill gap analysis, gap identification and analysis and conclusion.

Chapter 4: Education and employability divide in business education - data analysis and interpretation

This chapter analyses the information on education and employability divide in business education in the study region and the interpretation as well as findings of the data. This chapter also presents the conclusions drawn from the data summaries on the hypotheses framed for the present study. It deals with the introduction, data analysis process and tools used, demographic profile of the respondents, descriptive analysis, profile of the study under analysis, factor analysis, inferential analysis, correlation analysis, Friedman's test, multivariate regression analysis, results and discussion and path analysis/ structural equation modelling.

Chapter 5: Summary of findings, suggestions and conclusion

The findings and observations of the study are summarised in this chapter along with conclusion. This chapter also includes recommendation based on the study to various stakeholders followed by significance or implications of the study and areas of further research.

13.(i) Major findings of the study - General

- The study finds that, majority (32.55%) of the respondents are from health and family welfare services/ industries because the study area is recognised as one of the great hospital service at a reasonable cost and with best infrastructure in the state. The majority of the respondents/ industries are in operation for more than 15 years and have ample experience in their respective field. As for as the size of the organisation is concerned, it is inferred that majority of the respondents are small and micro enterprises which dominate in the study area. It can be inferred that majority (55.23%) of the respondents are from private company ownership because this study area is potential to set up industries having all types of basic infrastructure. The under-graduates from the colleges, professional institutions and reference from present employees are the main and only source of labour supply for the organisation in the study area. The industries prefer science stream (by considering the first rank option only) students while selecting the fresh graduates. The number of graduates were appointed by the organisation in the last two years lies in between 0 to 5 only, where the maximum appointment is 5 fresh graduates only. The scope was relatively less for fresh business education (commerce & business management) graduates in the industries for the last 2 years. The majority (62.35%) of the respondents disclose that among the graduates of other discipline, business education graduates are having better communication skill over the students of

other discipline as unique employability skill. The majority (51.76%) of the respondents reveal that business education graduates lack ICT skill over the students of other discipline as unique employability skill. All the respondents (100 per cent) agree that there is employability skill gap among the business education graduates in the study area. The majority (58.04%) of the respondents are not involved in employability skill building programmes with any of the business education institutions.

- The majority of the colleges are from urban and semi urban area, thus, it can be considered that, the colleges in the study area focus more towards imparting education to urban students. The majority of the colleges are aided colleges, thus, it can be considered that, the participation of the private players in the promotion of education has made the district an educational hub. The majority (96.70%) of the respondents work under co-education system, where girls are treated on par with boys in terms of education in the study area. In the study area students are aware of the relative importance of general education for building their career. The majority (97.70%) of the respondents are having more than 20 years of education experience, certainly rendering quality education to the students as per the present market scenario in the study area. The majority (91.30%) of the respondents are having more than 30 faculty members, certainly rendering quality education to the students as per the present market scenario in the study area. The average number of faculty members in the college for the year 2020-21 in the study area is 34. The majority (76.10%) of the respondents are having more than 750 but less than 1,000 students pursuing their higher education, in the study area certainly colleges rendering quality education. The average students' strength of the college for the year 2020-21 (Approximately) in the study area is 864. The majority (72.83%) of the colleges employing 05 to 06 full time business education faculty members in the study area. The average full time business education faculty members in the study area is 06. The majority (63.04%) of the colleges have one doctorate degree holder with full time in the business education faculty members in the study area. The average number of doctorate degree holders with full time business education department in the study area is 01. The majority (51.09%) of the colleges have one business education faculty members having additional qualification other than M.com/ MBA in the study area. The average number of business education faculty members having additional qualification other than M.com/ MBA in the study area is 01.53. The majority (69.56%) of the colleges have one or two full time faculty having experience of more than 10 years with full time in the business education department. The average number of faculty having experience of more than 10

years with full time in the business education department in the study area is 01.59. The majority (68.49%) of the colleges employ 01 to 02 part time business education faculty members in the study area. The average part time business education faculty members in the study area is 1.13. The majority (63.09%) of the colleges have one or two aided business education faculty members in the study area. The average number of aided business education faculty members in the study area is 01.64. The majority (67.39%) of the respondents are having more than 250 but less than 500 students pursuing their higher education, in the study area. The average students' strength of the business education department for the year 2020-21 (Approximately) in the study area is 457. All the respondents opine that colleges are adequately empowered in providing adequate infrastructure to cater quality education and business education teachers possess 'skill building' skills to enhance the employability skills of the business education students in the study area. The majority (66.30%) of the respondents opine that the business education teachers are not competent to imparting employability skills as per the industry requirements to their business education students in the study area. The average success rate of students in terms of getting job immediately after the course of business education in the form of percentage in the study area is 27.87. The average success rate of students in terms of pursuing higher education immediately after the course of business education in the form of percentage in the study area is 40.15. There is no institute–industry collaboration in employability skill building process in the study area. The majority 87 (94.57 per cent) of the respondents agree that there is employability skill gap among the business education graduates in the study area.

- The majority of the respondents are males (54.50%) in case of fresh employees (business education graduates who joined the industry in the last 2 years). The majority of the respondents (54.05%) are in the age group of less than 23 years. The majority (94.60%) of the respondents are having full time employment status in the study area. The majority 183 (82.44%) of the respondents are having business administration/ management bachelor or post-graduation master degree education in the study area and it is an indication that the course as a good scope in the job market. The majority 114 (51.36%) of the respondents belong to less than 8 months of experience in the industry. The majority (90.90%) of the respondents are having supervisory position in their respective industrial unit proving that business education employees are best suited to management rather than operational jobs. The majority 142 (63.96 per cent) of the respondents perceive that, there is lack of coordination between the industry and the institutions in

the study area. The majority 216 (97.30 per cent) of the respondents also perceive that, there is lack of efforts on the part of the students in absorbing the benefits extended by the institution in terms of creating better career. The majority 216 (97.30%) of the respondents opine that the business education teachers are not competent and have lack of 'skill building' skills to enhance employability skills to their business education students as per the industry requirements in the study area.

- The important factors while recruiting business education graduates from the industrialists' perception are employability skills, general knowledge, interview performance, qualification and merit certificates and work experience in the study area. The importance reasons for the requirement of employability skills while recruiting graduates from the industrialists' perception in the study area are the ability to understand his/her role in the team, ability to connect with the co-workers and ability to assume responsibility in the study area. The level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students from the institutions' perception in the study area is above average (with a mean of 3.52 and standard deviation of 0.729) but not excellent. The importance factors helpful to have better chances of finding a job from the fresh employees' perception in the study area are internship opportunities and soft skills. The level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students from the fresh employees' perception in the study area is above average (with a mean of 3.28 and standard deviation of 0.852) but not excellent.
- The study shows that communication skills, team work skills, ICT skills, leadership skills, self-confidence skills, analytical skills, critical thinking skills and planning skills were perceived by the industries as the prominent skills required for the business education students working in the industry in the study area. The study shows that team work skills, integrity skills, self-confidence skills, communication skills and ICT skills in respect of the prevailing skill level of business education employees were perceived by the industry as the extremely satisfied with employees working in the industry in the study area.
- The study shows that ICT skills, communication skills, initiative skills, leadership skills, team work skills, self-confidence skills, decision making skills and critical thinking skills were perceived by the institutions as the prominent skills required in the business education students working in the industry in the study area. The study shows that integrity skills, planning skills, team work skills and leadership skills in respect of the

prevailing skill level of graduates were perceived by the institutions as the extremely satisfied in the study area.

- The study shows that team work skills, ICT skills, communication skills, problem solving skills, planning skills, analytical skills, initiative skills, self-confidence skills and critical thinking skills were perceived by the fresh business education employees as the prominent skills required for the business education graduates in the present job market in the study area. The study shows that communication skills, self-confidence skills, integrity skills, team work skills, writing skills, leadership skills and decision making skills in respect of the prevailing employability skills were perceived by the business education graduates as the extremely satisfied in the study area.
- The study reveals that, the following skills have "professional skills gap" in the total study area: initiative skills, critical thinking skills, ICT skills, decision making skills, problem solving skills, communication skills, self-confidence skills, writing skills, leadership skills, team work skills and analytical skills. the following skills have "skill mismatch" in the total study area: planning skills, integrity skills, analytical skills, writing skills, problem solving skills, critical thinking skills, team work skills, self-confidence skills, leadership skills and communication skills. the following skills have "skill gap" in the total study area: ICT skills, critical thinking skills, decision making skills, self-confidence skills, initiative skills, team work skills, problem solving skills, writing skills, communication skills and integrity skills. the following skills have "hard to fill skill gap" in the total study area: critical thinking skills, ICT skills, initiative skills, problem solving, writing skills, self-confidence skills, communication skills, decision making skills, analytical skills, team work skills, leadership skills, planning skills and integrity skills. the following skills have "skill shortage" in the total study area: ICT skills, analytical skills, initiative skills, critical thinking skills, problem solving skills, leadership skills, planning skills, team work skills, writing skills, communication skills, self-confidence skills, decision making skills and integrity skills.
- The hypothesis test reveals that, from the perception of the institutions on business education graduates' average current skill level and the average expected employability skill level, the skill gaps are found in communication skills, team work skills, self-confidence skills, planning skills, writing skills, ICT skills, problem solving skills, analytical skills, leadership skills, critical thinking skills, decision making skills and initiative skills in the study area. from the perception of industries on the business education graduates' level of expected employability skill and the business education

graduates' level of expected employability skill from the perception of the institutions, the skill gaps are found in team work skills, integrity skills, self-confidence skills, planning skills, writing skills, problem solving skills, analytical skills, leadership skills, critical thinking skills, decision making skills, initiative skills and ICT skills in the study area. From the perception of industries on the business education graduates' level of current employability skill and the business education graduates' level of current employability skill from the perception of the institutions, the skill gaps are found in communication skills, team work skills, integrity skills, self-confidence skills, planning skills, writing skills, ICT skills, problem solving skills, analytical skills, leadership skills, critical thinking skills, decision making skills and initiative skills in the study area. From the perception of industries on the business education graduates' level of expected employability skill and the business education graduates' level of current employability skill from the perception of the institutions, the skill gaps are found in communication skills, team work skills, integrity skills, self-confidence skills, planning skills, writing skills, ICT skills, problem solving skills, analytical skills, leadership skills, critical thinking skills, decision making skills and initiative skills in the study area. From the perception of industries on the business education graduates' level of expected employability skill and the business education graduate employees' level of current employability skill from the perception of the business education graduates, the skill gaps are found in communication skills, team work skills, integrity skills, self-confidence skills, planning skills, writing skills, ICT skills, problem solving skills, analytical skills, leadership skills, critical thinking skills, decision making skills and initiative skills in the study area.

- The study reveals that lack of work culture exposure, lack of soft skills, non-adoption of technology, lack of hands-on experience during studying, emphasis only on scoring marks, shortage of trained teachers and trainers, no clear perspective and absence of a national competency testing were perceived by the industries in respect of the top priority ranking of reasons for the employability skill gap in the study area. the study reveals that lack of soft skills, no clear perspective, mismatch of demand and supply, focus only on academic course, lack of basic experience, lack of work culture exposure, admission to unrelated courses, lack of hands-on experience during studying and emphasis only on scoring marks were perceived by the education institutions in respect of the top priority ranking of reasons for the employability skill gap in the study area.

- According to the industries' perception, the prominent skill enhancement programmes or methods applicable and prevailing in the industry are training, mentoring, on-the-job development, performance review, job rotation, workshops and conference, simulation, self-study and discussions, coaching and career planning. The study reveals that, training, on-the-job development and performance review (100.00%) are the only three methods used by all industries to enhance their workforce skills. at the same time, study reveals simulation method is not used by any industry in the study area.
- The study shows that skill acquisition program/course, team work/working with others, students group discussion/debates, extra - curricular activities, industrial attachment or placement, visit to industries, hands on experiential work, career seminars and lectures/seminars from industrialists/ entrepreneurs are the most prominent programme/programmes or method/s applicable and prevailing in the education institutions for the business education graduates in the study area from the perception of educational institutions (supply side).

13 (ii) Hypotheses test findings

Fisher's exact test or chi square test

Perception of the industry

- There is significant association between the period of operation, ownership status and source of labour supply and perception on important factors responsible for recruiting business education graduates. At the same time, there is no significant association between industry type and size of organisation and perception on important factors responsible for recruiting business education graduates.
- There is significant association between the industry type, size of organisation, period of operation, ownership status and source of labour supply and perception on the level of current employability skills of business education graduate employees working in the industries.
- There is significant association between the period of operation, size of organisation and source of labour supply and perception of employability skills possessed by business education graduates. At the same time, there is no significant association between industry type and ownership status and perception of employability skills possessed by business education graduates.
- There is significant association between the industry type, period of operation, ownership status and source of labour supply and perception on the reasons for employability skill

gap. At the same time, there is no significant association between size of organisation and perception on the reasons for employability skill gap.

- There is significant association between the industry type, period of operation, size of organisation, ownership status and source of labour supply and perception on reasons for the requirement of employability skills while recruiting business education graduates.
- There is significant association between the industry type, period of operation, size of organisation and source of labour supply and perception on faculty competency in imparting employability skills. At the same time, there is no significant association between ownership status and perception on faculty competency in imparting employability skills.
- There is significant association between the industry type, period of operation, size of organisation, ownership status and source of labour supply and perception on expected employability skills in business education graduates.

Perception of the institutions

- There is significant association between the strength of the faculty and students' strength and perception on the business education teachers' competency in imparting employability skills as per the industry requirements. At the same time, there is no significant association between institution situation/ area, status of the institution, courses offered, composition of study, years of existence, and strength of business education students and perception on the business education teachers' competency in imparting employability skills as per the industry requirements.
- There is significant association between the institution situation/ area, status of the institution, courses offered, students' strength and strength of business education students and perception on level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students. At the same time, there is no significant association between institution situation/ area, status of the institution, courses offered, students' strength and strength of business education students and perception on level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students.
- There is significant association between the status of the institution and strength of business education students and perception on the need for the students' employability activities in the present business education scenario. At the same time, there is no significant association between institution situation/ area, courses offered, composition

of study, years of existence, faculty strength and students strength and perception on the need for the students' employability activities in the present business education scenario.

- There is significant association between the institution situation/ area and students' strength and perception on the main reasons for the employability skill gap. At the same time, there is no significant association between the status of the institution, courses offered, composition of study, years of existence, faculty strength and strength of business education students and perception on the main reasons for the employability skill gap.
- There is significant association between the institution situation/ area, status of the institution, years of existence and strength of business education students and perception on students' level of expected employability skill while completing the course. At the same time, there is no significant association between the courses offered, composition of study, faculty strength and students' strength and perception on students' level of expected employability skill while completing the course.
- There is significant association between the years of existence, faculty strength and students' strength and perception on students' level of current employability skill while completing the course. At the same time, there is no significant association between the institution situation/ area, status of the institution, courses offered, composition of study and strength of business education students and perception on students' level of current employability skill while completing the course.

Perception of the fresh business education graduate employees

- There is significant association between the gender, current status, qualification and experience and perception on the factors helpful to have better chances of finding a job.
- There is significant association between the gender, age, current status, qualification and experience and perception on 'skill building' skills of business education teachers.
- There is significant association between the gender, age, qualification and experience and perception on expected employability skills in business education graduates in the present job market.
- There is significant association between the gender, age, qualification and experience and perception on current employability skills.
- There is significant association between the gender, age, current status, qualification, experience and working position and perception on the students' employability activities.
- There is significant association between the 'age and experience' and involvement of skill enhancement programmes in the institution.

One – way analysis of variance (ANOVA)

Perception of the industry

- There is significant difference (**H_0** rejected) in the perception of the industry (employers) in respect of the level of expected employability skills in business education graduates, the level of current employability skills in business education graduates employees working in the industries, reasons for employability skill gap, to important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates and effectiveness of skill enhancement programmes on the business education graduate employees in relation to business education in the study area among the various types of organisation
- There is significant difference (**H_0** rejected) in the perception of the industry (employers) in respect of the level of expected employability skills in business education graduates, the level of current employability skills of business education graduates employees working in the industries, reasons for employability skill gap, to important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates and effectiveness of skill enhancement programmes on the business education graduate employees in relation to business education in the study area among the periods of operation of the organisation.
- There is significant difference (**H_0** rejected) in the perception of the industry (employers) in respect of the level of expected employability skills in business education graduates, the level of current employability skills of business education graduates employees working in the industries, reasons for employability skill gap (at 5% level), important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates and effectiveness of skill enhancement programmes on the business education graduate employees in relation to business education in the study area among the status or types of industry ownership.

Perception of the institutions

- The institution factors (except level of employability skill while completing the course) related to the study area in terms of institution locations or situations differ from one another.

- The institution factors (except the need for the students' employability activities and level of employability skill while completing the course) related to the study area in terms of status of the institutions differ from one another.
- The institution factors (except the level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students, need for the students' employability activities in the present business education scenario and main reasons for the employability skill gap) related to the study area in terms of years of existence of the institutions differ from one another.
- The institution factors (except the student level of expected employability skill while completing the course, students' level of current employability skill while completing the course and main reasons for the employability skill gap) related to the study area in terms of the strength/ number of faculty members in the institutions differ from one another.
- The institution factors (except the students' level of current employability skill while completing the course and main reasons for the employability skill gap) related to the study area in terms of the students' strength in the institutions differ from one another.

Perception of the fresh business education graduate employees

- The fresh business education employees' perception on existing, expected employability skills and factors helpful to have better chances of finding a job factors related to the study area in terms of the students at different age group of fresh business education employees differ from one another.
- The fresh business education employees' perception on (except current and expected employability skills) factors helpful to have better chances of finding a job related to the study area in terms of the current employment status of fresh business education employees differ from one another.
- The fresh business education employees' perception on current, expected employability skills and factors helpful to have better chances of finding a job related to the study area in terms of highest level of education of fresh business education employees differ from one another.

Comparative analysis of variance of industries, institutions and fresh business education employees

- There is significant difference (**H_0** rejected) in the perception of the industries (employers), institutions and fresh business education employees in respect of the level of expected employability skills in business education graduates.

- There is significant difference (**H_0** rejected) in the perception of the industries (employers), institutions and fresh business education employees in respect of the level of current employability skills in business education graduates.
- There exists a significant difference in the perception related to reasons for employability skill gap in business education graduates between industry (employers) and institution.

Independent sample t-test

Perception of the industry

- There is significant difference (**H_0** rejected) in the perception of the industry (employers) in respect to the important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates and effectiveness of skill enhancement programmes on the business education graduate employees in relation to business education in the study area among the various sizes of the organisation.

  and

  There is no significant difference (**H_0** accepted) in the perception of the industries (employers) in respect of the level of expected employability skills in business education graduates, the level of current employability skills of business education graduate employees working in the industries, reasons for employability skill gap in relation to business education in the study area among the various sizes of the organisation.
- There is significant difference (**H_0** rejected) in the perception of the industries (employers) in respect to the level of expected employability skills in business education graduates and the level of current employability skills of business education graduate employees working in the industries in the study area among the various skills.

Perception of the institutions

- There is significant difference (**H_0** rejected) in the perception of the institutions in respect of the level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students, students' level of expected employability skill while completing the course, students' level of current employability skill while completing the course and main reasons for the employability skill gap in relation to business education in the study area between the composition of study (only girls and co-education).

  and

  There is no significant difference (**H_0** accepted) in the perception of the industries (employers) in respect of the need for the students' employability activities in the present

business education scenario in relation to business education in the study area between the composition of study (only girls and co-education).

- There is significant difference (**H_0** rejected) in the perception of the institutions in respect of the level of expected employability skills in business education graduates and the level of current employability skills of business education graduate employees working in the industries among the various skills (except the integrity skills).

and

There is no significant difference (**H_0** accepted) in the perception of the institutions in respect of the level of expected employability skills in business education graduates and the level of current employability skills of business education graduate employees working in the industries in the study area with the integrity skills.

Perception of the fresh business education graduate employees

- There is significant difference (**H_0** rejected) in the perception of the fresh business education employees in respect of the factors helpful to have better chances of finding a job, expected employability skills in business education graduates for the present job market and current employability skills in relation to business education in the study area between the working position (supervisory and operational).
- There is significant difference (H0 rejected) in the perception of the fresh business education employees in respect of the factors helpful to have better chances of finding a job, expected employability skills in business education graduates for the present job market and current employability skills in relation to business education in the study area between the gender (male and female).

Correlation analysis

Perception of the industry

- There exists significant positive correlation between the period of operation of the industry and the size of the organisation/ industry, reasons for employability skill gap, important factors responsible for recruiting business education graduates as well as effectiveness of skill enhancement programmes on the business education graduate employees.
- There exists significant positive correlation between the size of organisation/ industry and the important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates as well as effectiveness of skill enhancement programmes on the business education graduate employees.

- There exists significant positive correlation between the level of expected employability skills in business education graduates and the level of current employability skills in business education graduate employees working in the industries, reasons for employability skill gap, important factors responsible for recruiting business education graduates. But there exists a significant negative correlation between the level of expected employability skills in business education graduates and effectiveness of skill enhancement programmes on the business education graduate employees.
- There exists significant positive correlation between the level of current employability skills of business education graduate employees working in the industries and the important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates as well as effectiveness of skill enhancement programmes on the business education graduate employees.
- There exists significant positive correlation between the reasons for employability skill gap as well as effectiveness of skill enhancement programmes on the business education graduate employees.
- There exists significant positive correlation between the important factors responsible for recruiting business education graduates and the effectiveness of skill enhancement programmes on the business education graduate employees.
- There exists significant positive correlation between the reasons for the requirement of employability skills while recruiting business education graduates and effectiveness of skill enhancement programmes on the business education graduate employees.

Perception of the institutions

- There exists significant positive correlation between the years of existence of the institutions and number/ strength of business education students and at the same time their perception related to students' level of current employability skill while completing the course. But there exists a negative correlation between years of existence of the institutions and students' level of expected employability skill while completing the course.
- There exists significant positive correlation between the number/ strength of faculty and the perception on the level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students as well as need for the students' employability activities in the present business education scenario.

- There exists significant positive correlation between the number/ strength of students in the institutions and the perception on the level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students.
- There exists significant positive correlation between the number/ strength of business education students of the institutions and the perception on need for the students' employability activities in the present business education scenario. But there exists significant perfect negative correlation between the number or strength of business education students and students' level of expected employability skill while completing the course.
- There exists negative correlation between the level of 'skill building' skills of business education teachers to enhance the employability skills of the business education students and the perception on the main reasons for the employability skill gap and need for the students' employability activities in the present business education scenario.
- There exists negative correlation between the need for the students' employability activities in the present business education scenario and the perception related to students' level of expected employability skill while completing the course, students' level of current employability skill while completing the course as well as the main reasons for the employability skill gap.
- There exists significant positive correlation between the students' level of expected employability skill while completing the course and the main reasons for the employability skill gap.
- There exists significant positive correlation between the students' level of current employability skill while completing the course and the main reasons for the employability skill gap.

Perception of the fresh business education graduate employees

- There exists significant positive correlation between age of the fresh business education employees and their highest level of education; age of the fresh business education employees and their experience; age of the fresh business education employees and their expected employability skills in the present job market and age of the fresh business education employees and the factors helpful to have better chances of finding a job. There exists a negative correlation between age of the fresh business education employees and their current employability skills.
- There exists significant positive correlation between highest level of education of the fresh business education employees and their experience; highest level of education of

the fresh business education employees and their expected employability skills in the present job market. There exists a negative correlation between highest level of education of the fresh business education employees and current employability skills.

- There exists significant positive correlation between experience of the fresh business education employees and their expected employability skills in the present job market and experience of the fresh business education employees and the factors helpful to have better chances of finding a job. There exists a negative correlation between experience of the fresh business education employees and current employability skills.
- There exists significant perfect negative correlation between expected employability skills for business education graduates in the present job market and current employability skills. There exists a significant negative correlation between expected employability skills for business education graduates in the present job market and the factors helpful to have better chances of finding a job.
- There exists significant positive correlation between current employability skills and the factors helpful to have better chances of finding a job.

Friedman's test

- The significant difference in the mean ranking of the need for the students' employability activities in the present business education scenario is supported.
- The significant difference in the mean ranking in respect of reasons for the employability skill gap by the institutions is supported and the significant difference in the mean ranking in respect of reasons for the employability skill gap by the industries is supported.
- The significant difference in the mean ranking of the level of expected employability skills in business education graduates by the industries, institutions and business education graduate employees is supported.
- The significant difference in the mean ranking of the level of current employability skills in business education graduates by the industries, institutions and business education graduate employees is supported.
- The significant difference in the mean ranking of the rating in respect of important factors responsible for recruiting business education graduates, the important reasons for the requirement of employability skills while recruiting business education graduates and the effectiveness of skill enhancement programmes on the business education graduate employees by the industry respondents are supported.
- The significant difference in the mean ranking of the factors helpful to have better chances of finding a job by the fresh business education employees is supported.

Multivariate regression analysis, results and discussion

Perception of the industries

- Among the demographic factors related to the employers and the study related variables such as period of operation, important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates, reasons for employability skill gap, effectiveness of skill enhancement programmes on the business education graduate employees and expected employability skills have an impact on the perception of the employers in respect of the level of existing employability skills.

  and

  Among the demographic factors related to the employers and the study related variables such as period of operation, important factors responsible for recruiting business education graduates, reasons for the requirement of employability skills while recruiting business education graduates, reasons for employability skill gap, effectiveness of skill enhancement programmes on the business education graduate employees and expected employability skills have an impact on the perception of the employers in respect of the expected employability skills.

- Among the demographic factors related to employability skills from the perception of the industry/ employers such as period of operation and expected employability skills have an impact on the perception of the employers in respect of the reasons for employability skill gap.

Perception of the institutions

- Impact of demographic factors of the institutions related to study on the expected employability skills reveals that, there is a negative slope coefficient for the independent variables such as institution situation/ area, years of existence and students' strength of the institutions and there exists a positive slope coefficient for the independent variables such as status of the institution, strength of the faculty, need for the students' employability activities in the present business education scenario, students' level of current employability skill while completing the course and main reasons for the employability skill gap.

- Impact of demographic factors of the institutions related to study on the existing employability skills reveals that, there is a negative slope coefficient for the independent variables such as students' strength of the college and need for the students' employability activities in the present business education scenario and there exists a

positive slope coefficient for the independent variables such as institution situation/ area and years of existence of the institutions.

Perception of the fresh business education employees

- Impact of demographic factors on the expected employability skills shows a negative slope coefficient for the independent variable, that is, factors helpful to have better chances of finding a job for fresh business education graduates and there exists a positive slope for the variables such as current status in terms of job, qualification (highest level of education) and working position in the industry.
- Impact of demographic factors on the existing employability skills shows a positive slope coefficient for the independent variable, that is, the factors helpful to have better chances of finding a job for the fresh business education graduates and there exists a negative slope for the variables such as current status in terms of job, qualification (highest level of education) and working position in the industry.
- Impact of demographic factors and factors helpful to have better chance of finding a job, shows a positive slope coefficient for the independent variables such as age, current status in terms of job, working position in the industry and existing skill level of the fresh business education employees.

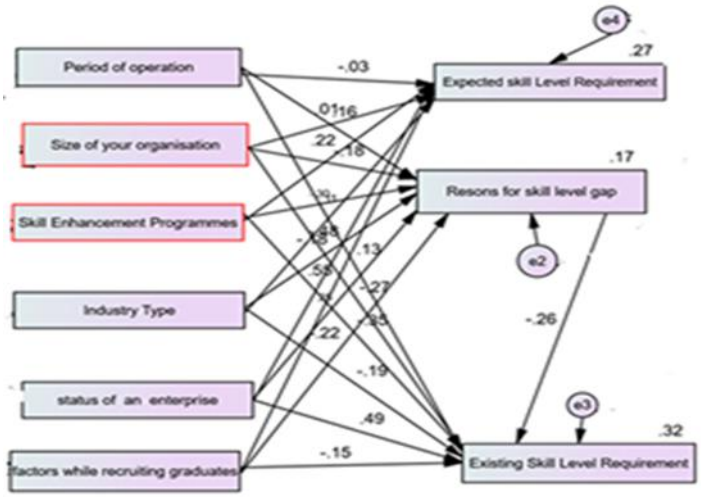
Path analysis/ structural equation modelling

The result of structural equation modeling (based on final regression weights) analysis for the present research study is summarised in the following table:

Table 3: Summary of structural equation modelling: industry

Constructs	Reasons - skill gap	Skill - expectation	Skill - current
Period of operation (+15 years)	Positive impact	------	------
Size of industry	Negative impact	------	Negative impact
Effectiveness - SEP	Negative impact	Positive impact	Negative impact
Type of industry (Banks)	Negative impact	Positive impact	Negative impact
Status of the industry	Positive impact	Negative impact	Positive impact
Important factors	Negative impact	Positive impact	------
Reasons - skill gap	------	------	Negative impact

Figure 1: Path model - industry

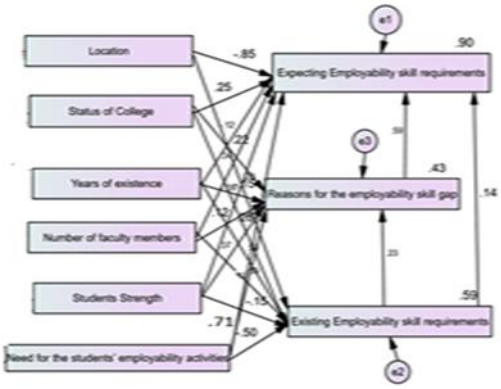


Hence, reasons for skill gap is dependent on their period of operation (+15 years), size of industry, type of industry (banks), status of the industry, effectiveness of skill enhancement programmes and important factors responsible for recruiting business education graduates. At the same time expected employability skill requirement is also strongly dependent on the status of the industry and important factors responsible for recruiting business education graduates. The current employability skills is also strongly dependent on size of industry, effectiveness of skill enhancement programmes, type of industry (banks) and status of the industry as well as the main reasons for skill gap. Hence, according industrialists reasons for skill gap and expected employability skill move in the same direction.

Table 4: Summary of structural equation modelling: institutions

Constructs	Skill - expectation	Reasons for the skill gap	Skill – current
Institution situation	-------	-------	Positive impact
Status of the institution	Positive impact	-------	-------
Years of existence	-------	-------	Positive impact
Strength of the faculty	Positive impact	-------	-------
Students' strength	ID positive impact	-------	-------
Need for the skills	Positive impact	Positive impact	Negative impact
Skill – current	Positive impact	Positive impact	-------

Figure 2: Path model - institutions



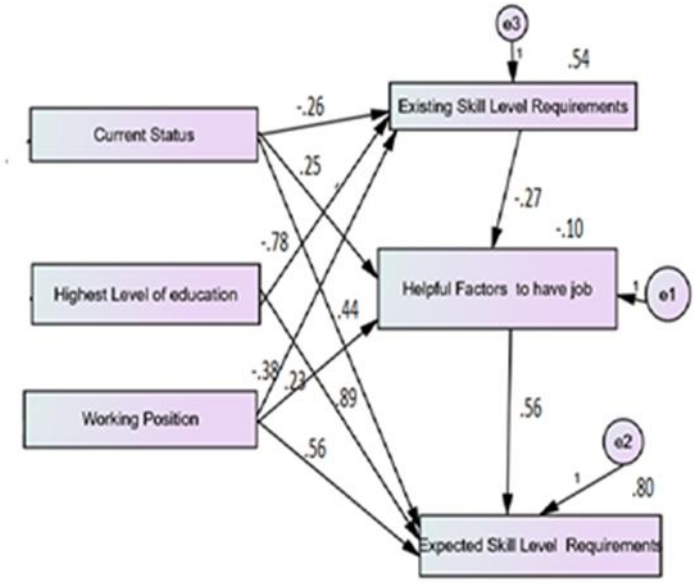
The study reveals that expected employability skill, existing skill, status of the institution, need for employability skills and reasons for the employability skill gap move in the same direction. But, need for employability skills, students' strength and current employability skill move in the opposite direction.

Table 5: Summary of structural equation modelling: fresh business education employees

Constructs	Skill - expectation	Factors - to get better job	Skill – current
Current status	Positive impact	Positive impact	Negative impact
Education qualification	Positive impact	Positive impact	Negative impact
Working position	Positive impact	Positive impact	Negative impact
Employability skills - current	-------	Negative impact	-------
Factors - to get better job	Positive impact	-------	-------

The study reveals that, factors required to get better job strongly dependent on fresh business education employees' current status in terms of job, education qualification and working condition in the industry as well as existing employability skill. At the same time, expected employability skill is also strongly dependent on the current status in terms of job, education qualification and working condition in the industry, factors responsible to get better job as well as existing employability skill. Hence, according fresh business education employees, the factors responsible to get better job and expected employability skill move in the same direction.

Figure 3: Path model - fresh business education employees



Conclusion

Hence, factors required to get better job strongly dependent on fresh business education employees' current status in terms of job, education qualification and working condition in the industry as well as existing employability skill. At the same time, expected employability skill is also strongly dependent on the current status in terms of job, education qualification and working condition in the industry, factors responsible to get better job as well as existing employability skill requirement. Hence, according fresh business education employees, the factors responsible to get better job and expected employability skill move in the same direction.

14. Suggestions

It is important for all the stakeholders involved to work together on the cause to reduce the difference between the trained and employable applicants. Recommendations are given based on the main outcome of the research study and the observations. All the recommendations are herein characterised into four perspectives in order to moderate the skills gap as a combined effort of all the stakeholders in the business education system. They are for industries (organisations or employers), for authorities (government, academicians, trainers and consultants, training), educational institutes and business education students. These recommendations can be enclosed in suitable contexts as there will always be skill gaps and

training alone will not abolish all gaps, since main concern must be set and constantly adjusted to ensure efforts are concentrated on strategies that generate the benefits to the industry in general and business education graduates in particulars.

14.1 Suggestions to industries (organisations or employers)

- Industries (organisations or employers) have to conduct a skills gap analysis regularly to assess the current and future workforce and skill requirements.
- In order to make good for a shortage in skilled workers, industries must start to concentrate on training (either in-house or outside training) to their existing employees, in order to tailor them to fill current gaps.
- Industries (organisations or employers) also need to identify the most effective methods and systems of training with strategies that ensure cost-effectiveness to the organisation for developing basic skills in the employees.
- Industries (organisations or employers) must have an open mind when looking at employees' available skill sets, paying close attention to skills that could be transferable.
- Industries (organisations or employers) need to take the responsibility to eliminate the drawbacks connected to the reasons for the low skills in employees and thereby to create an environment where the scope of skill gap will be very minimum.
- Industries (organisations or employers) should take the obligation to measure, monitor, manage and report their employees' skills frequently in order to handle the skills gap and input on skill shortage should be shared with the education institutions.
- The employees should be sent regularly for training programs to update their skills and abilities. Develop right mind set and attitude.
- It is the responsibility of the employers and management to provide more opportunities to business education graduates while recruiting especially for H R and Accounts departments.
- It is the responsibility of the industries to collaborate with business education institutions in employability skill building process through skill building programmes.
- Fundamentally, employers must identify and signal the skills they need, as well as develop mechanisms to recruit, train, and retain employees.

14.2 Suggestions to authorities such as government, academicians, trainers and consultants, training:

- The authorities need to design educational programs as per the needs of the industry and at international standards.

- The authorities should implement a procedure of continuous evaluation of the study programs and collection of feedback in order to identify quality and the relevance to the current job market.
- The authorities should equip the training institutions with the basic requirements, appropriate infrastructure and qualified workforce.
- It is better to establish skill enhancement forum as centres of excellence for employability skills development at the grass root level for the skill enhancement.
- The authorities should take appropriate steps to empower socially and economically poor rural youth by investing in their skill development through basic education, technical training and other extension services.
- The coordination between Ministries and Agencies responsible for policy design and implementation in the areas for education and skills development would help in equipping young women and men with the skills required by emerging industries and jobs and help in adjustments during periods of change. This would achieve not only the objective of policy coherence but also address issues of skill gaps, boost productivity, improve employment growth etc.

14.3 Suggestions to educational institutions

- The faculties should be sent regularly for training programs to update their skills and abilities.
- It is essential to have more visiting or guest faculties with diversified and rich industry experience. Crossover teaching can be achieved by linking the educational content with insights from the industry.
- A practical environment would allow students to experience a sense of accomplishment and help them innovate. The best way students can learn about a topic is to experience it. An idea teaching platform should involve different approaches and perpetuate skills through experiential learning.
- It is the responsibility of the institutions to provide practical exposure in the corporate world along with the theoretical background in the classrooms can make successful professionals.
- Problem based learning and teaching can be implemented through collaboration in which students learn about a subject by working in groups.

- The traditional education system should be transformed to holistic education pattern. The curriculum should be revised on regular basis so as to meet the dynamic need of the corporates. More innovative pedagogical tool should be used in business education.
- Evaluation pattern should be redesigned giving equal weightage to theory, course work, project and presentation. That is to evaluate business education graduates based on measurement tool which assess their employability potential. It can be made available to graduates as part of the career guidance process.
- Education institutions that offer higher education programs must conduct periodical evaluations of the employability skills of the business education students.
- Academic institutions must design and implement requisite courses or interventions (such as internship, industry collaboration, etc.) to aid their business education students.

14.4 Suggestions to business education graduates

- The business education graduates have to be exposed to the industry through interface so that they understand the practical problems in corporate world. This boosts more confidence among the business education graduates.
- The prospective business education students should choose a college that is proactive in conducting skill enhancement programmes and collaborate with reputed companies. This will provide opportunities for guest lectures, workshops and so on.
- The business education graduates need to be proactive in attaining the soft skills and need to take the responsibility for their own skills development and career development.
- The business education graduates need to be flexible, adaptable and able to acquire new skills quickly by taking the necessary steps to increase their knowledge and skills.
- The business education graduates need to gain knowledge through attending industry based conferences and workshops as well as through the working experience.
- The business education graduates have to take up project work and it should be contextual, relevant and focus on the current scenarios and it will groom the business education students to be true professionals to take on the challenges being faced in the business environment.
- Business education graduates must take employability tests seriously: they should continuously assess their capabilities and enhance their skills over time to make them job-ready. Business education students must be prepared to learn, unlearn and relearn. They should make an effort to keep a track of the current trends in the job market.

15. Significance of the study

This present study will be of great significance to:

- **Employers and management**: At present the industries have achieved an exponential growth in last few years. With these growths, functioning of the human resources has become a challenge. The employer should identify the emerging needs of employees. Accordingly, industries (employers and management) should care, concern, satisfy and make them comfortable at work, because happy employee will be an appreciable asset and he will ensure the happy customers. The employers always consider human resource as cost hut now they should consider human resources as revenue provider and every attempt should be made to retain them. To meet the challenges of skill gap the industries must collaborate with academic institutions which are engaged in classical conditioning and operant conditioning of learning. Present study will help employers to understand industry trends and the employee's needs, so as to gear up their training facilities to meet human resource requirements. Human resource professionals can make use of this study while planning human resources.
- **Employees**: The present study is helpful for both the present employees and the aspirants desiring to join the industry. It enables them to understand the skill requirements and their role in acquiring and improving the skills as per the needs of the industry.
- **Authorities**: Present study can be of help to many disciplines in studies, especially authorities such as government, academicians, trainers and consultants, training institutions. The research work can also be taken further by other authorities in doing sector wise, region wise or period wise comparison.
- **Trainers and consultants**: Trainers and consultants can benefit from the study to a great extent as the information about skill practices, skill requirements, skills gaps are identified in the report.
- **Educational institutions**: In the present competitive scenario, skill development plays an imperative role. Along with degree certificates, the education system should focus on skill development at large. Apparently, skill development should be part and parcel of our education system. The educational institutions can make use of this study in imparting training to the business education students to make them ready for the job.. The study can benefit such objectives.

16. Directions for the future research

Further research can be conducted with this study as the base by considering the following directions:

1. There is not enough job-specific research focusing on skill gap analysis in education industry. Therefore, future research should try to focus on a job-specific level to get even more useful insight for academicians as well as training institute and for management purposes.
2. There are a few factors causing the skill gaps among employees from the education systems or from the recruitment policies of the industries. Further research can be done considering those factors.
3. There are different methods to find the skills gap and its analysis among employees. Further research can be done using any of those methods. Even this can be done on the basis of employees' working status or level of experience or managerial and non-managerial employees' viewpoints.
4. A comprehensive review on similar issues between two or more disciplines could be carried out to understand the differing view among industry experts on employment prospects.
5. The focus of this analysis is on the Dakshina Kannada districts of Karnataka. A broader area could also be taken up by considering the Coastal Karnataka or entire Karnataka State or even South India to give a much more accurate image of the industry and employment prospects.
6. In order to understand the disparity in the skills requirement of the industry, a comparative analysis may be done on the interdepartmental or different types of industries wise analysis of skill gap.
7. In order to understand the motive behind the job choice, a study can be done on the perception of the prospective employees in Karnataka on their driving factors for joining specific industry. This will help in reducing the number of dropouts or turnover.

17. Conclusion

The topic **"Education and Employability Divide in Business Education – A Study in Dakshina Kannada District of Karnataka"** is not well explored and is still new. The newness

of the subject is due to the low level of fundamental work in this area and relatively low level of funding for research both from government sources and from industry. The study shows that communication skills, team work skills, ICT skills, leadership skills, self-confidence skills, analytical skills, critical thinking skills and planning skills were perceived by the industries as the prominent skills required in the business education students working in the industry in the study area. The study shows that team work skills, integrity skills, self-confidence skills, communication skills and ICT skills were perceived by the industry in respect of the prevailing skill level of business education employees as the extremely satisfied with employees working in the industry in the study area. Whereas, the study shows that ICT skills, communication skills, initiative skills, leadership skills, team work skills, self-confidence skills, decision making skills and critical thinking skills were perceived by the institutions as the prominent skills required in the business education students working in the industry in the study area. The study shows that integrity skills, planning skills, team work skills and leadership skills were perceived by the institutions in respect of the prevailing skill level of graduates from the perception of institutions as the extremely satisfied in the study area. The study shows that communication skills, team work skills, integrity skills, self-confidence skills, planning skills, writing skills, problem solving skills, analytical skills, leadership skills and critical thinking skills are the prominent skills have employability gap in the business education students in the study area from the perception of industries, education institutions and fresh business education employees. The study reveals that lack of work culture exposure, lack of soft skills, non-adoption of technology, lack of hands-on experience during studying, emphasis only on scoring marks, shortage of trained teachers and trainers, no clear perspective and absence of a national competency testing were perceived by the industries in respect of the top priority ranking of reasons for the employability skill gap in the study area. The study reveals that lack of soft skills, no clear perspective, mismatch of demand and supply, focus only on academic course, lack of basic experience, lack of work culture exposure, admission to unrelated courses, lack of hands-on experience during studying and emphasis only on scoring marks were perceived by the education institutions in respect of the top priority ranking of reasons for the employability skill gap in the study area. The study also provides recommendations to close the gap between the skill gaps identified in the study. These steps must be taken simultaneously by all the stakeholders involved in the higher education i.e. industries/ employers, education institutions and business education students. The focus should be on creating a long-term plan of creating a skilled talent pool. The skilling ecosystem in India has witnessed some great policy reforms which will create a stable platform for all stakeholders.

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Annexures

List of paper publications

1. Paper on "Green Banking in Green Educational Institutions - An Exploratory Study in D.K. District of Karnataka", in the International Conference on "Green Banking: Perceptions & Challenges", Excel Publishers, with ISBN: 978-81-938542-4-6, PP 150 – 158.
2. Paper on "Women's Empowerment in Educational Institutions: A Study With Reference to D.K. District of Karnataka", in International Journal of Functional management with ISSN No. 2319-1406, Volume 3, Issue 1.
3. Paper on "GST - A Mandate for the Present Indian Economy", in the National Conference on "PAY INDIA – 2017" – Emerging Tax Reforms and Implications with ISBN 978-81-930542-4-6, PP 54-58.
4. Published a Paper on "A comparative study of Digital literacy among undergraduate students with reference to Urban and rural colleges of Mangalore Taluk", in the Bharthi Publication "Development and Prospectus of Business Management" (ISBN 978-93-85000-83-6).
5. Published a Paper on "An Analysis of Business Education Teachers' Perception on Use of Technology in The Class Room: A Study in Dk District, Karnataka", in Studies in Indian Place Names with ISSN no. 2394-3114 Vol: 40 issue: 40 Month: March Year: 2020 Impact factor:6.3, The journal is indexed, peer reviewed and listed in UGC Care, PP 1204 – 1216.
6. Published a Paper on "Teachers and Job Satisfaction" – A study with Reference to D K District of Karnataka", in Purakala with ISSN 0971-2143 Vol. 31 Issue 51 Month June Year 2020, Impact Factor 5.60, the journal is indexed, peer reviewed and listed in UGC Care, PP 80 – 98.
7. Published a Paper on "Career Prospects of Business Education Graduates in Banking"- A Case Study of Syndicate Bank Training Institute, Ernakulam, Kerala", in "Our Heritage", Volume 68, Issue – 1, January 2020, ISSN: 0474-9030, PP 11348 – 11364.
8. Published a Paper on "Soft Skill and future Employability – A Study with Special Reference to D. K District of Karnataka", in "Our Heritage", Volume 68, Issue – 1, January 2020, ISSN: 0474-9030, PP 12043 – 12056.
9. Published a Paper on "Job satisfaction in Business Education: A Comparative Study of Government and Aided Private staff members in D K District, Karnataka", in CLIO An Annual Interdisciplinary Journal of History with ISSN 0976-075X, Volume 6, Issue 13,

June, 2020, Impact Factor 5.60, the journal is indexed, peer reviewed and listed in UGC Care, PP 286 – 301.

List of paper presentation

1. Presented a Paper on "A comparative study of Digital literacy among undergraduate students with reference to Urban and rural colleges of Mangalore Taluk", in the National conference on "Business Education and Employability: Challenges and New Directions" held at Department of Commerce of Mangalore University on 29th and 30th April, 2016.
2. Presented Paper on "Diverse Challenges for Business Organisation", in the National Level Seminar on "Diverse Challenges for Business Organisation", Mangalore Academy Of Professional Studies (Maps College) Mangalore on 07th October 2016.
3. Presented a Paper on "Green Banking in Green Educational Institutions - An Exploratory Study in D.K. District of Karnataka", in the International Conference on "Green Banking: Perceptions & Challenges" Organised by University College, Hampankatta, Mangalore on 1st to 3rd Feb. 2017 (ISBN: 978-81-938542-4-6).
4. Presented a Paper on "Women's Empowerment in Educational Institutions: A Study With Reference to D.K. District of Karnataka", in the International Conference at Sri Ganesh School of Business Management, Salem, Tamil Nadu, on 10th Feb, 2017 and published in International Journal of Functional management (ISSN No. 2319-1406).
5. Presented a Paper on "GST - A MANDATE FOR THE PRESENT INDIAN ECONOMY", in the National Conference on "PAY INDIA – 2017" – Emerging Tax Reforms and Implications at University Evening College, Mangalore on 11th March, 2017 (ISBN 978-81-930542-4-6).
6. Presented a Paper on "KNOWLEDGE MANAGEMENT THROUGH LIBRARY RESOURCES BY BUSINESS EDUCATION STUDENTS IN THE SELECT COLLEGES OF D. K. DISTRICT OF KARNATAKA", in the National Conference on "Democratisation and Globalisation of International Business- Issues and Challenges", at Mangalore University, Dept. of Studies in Commerce, Mangalagangothri, on 30th & 31st March, 2017.
7. Presented a paper on "Professionalism among Management Education Teachers: A Tool to Bridge Education – Employability Divide", in the Two-Day National Level Conference on "Corporate Social Responsibility (CSR): Challenges and New Initiatives" held at Department of Post Graduate Studies and Research in Commerce, Mangalagangotri on 14th& 15th September, 2018.

8. Presented a paper on "Career Prospects of Business Education Graduates in Banking – A Case Study of Syndicate Bank Training Institute, Ernakulam Kerala", in the Two Day International Conference on Contemporary Innovations in Industry and Commerce (CIIC – 2019), held at Department of Post Graduate Studies and Research in Commerce, Mangalagangotri on 22nd & 23rd February, 2019.
9. Presented a paper on "Quality of Business Education: A Comparative Study of Government, Aided and Private College in D K District", in the Two-Day National Level Conference on "Role of Institutional Financing in the Development of Agriculture and Business dynamics"", held at Department of Post Graduate Studies and Research in Commerce, Mangalagangotri on 25th & 26th October, 2019.
10. Presented a Paper on "Students' Soft Skill Perception on Future Employability – A Study with special reference to D K District of Karnataka", in the International Conference on Emerging Issues & Trends in Intellectual Capital and Innovative Management Practices in the Global Economy, Organised by Govinda Dasa College, Surathkal on January 13 & 14, 2020.
11. Presented a Paper on "Hospitality Employees' Perception on Training and Development Programmes - A Study with reference to D K District, Karnataka", in the National Conference on "Contemporary Issues in Commerce and Management" held on 31st January 2020 organized by the Dr. G Shankar Government Women's First Grade College & Post Graduate Study Centre, Ajjarkadu, Udupi.
12. Presented a paper on "Business Education Teachers' Perception on Use of Technology in the Class Room: A Study in DK District, Karnataka", in the Two-Day National Level Conference on "Emerging Business Trends (EBT) - 2020" held at Department of Post Graduate Studies in Commerce, Mangalagangotri, Mangalore University on 04th & 05th March, 2020.
13. Presented a poster on "A Study of "Education on the Agricultural Productivity of Farmers", in the National Conference on Frontier of Chemical & Agricultural Sciences Development: Challenges and Opportunities (FCASDCO – 2020)" held on 03rd March, 2020 in the Department of Chemistry, Govinda Dasa College, Surathkal.

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Confirmation

I hereby declare that this synopsis entitled “EDUCATION AND EMPLOYABILITY DIVIDE IN BUSINESS EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT OF KARNATAKA” is carried out by me under the guidance of DR. SUBHASHINI SRIVATSA M.COM, M.A, PH.D, Principal, University Evening College, Mangaluru - 575001.

Research Scholar

PRATHIMA BHAT B

Date: 20.09.2022

It is certified that this synopsis entitled “EDUCATION AND EMPLOYABILITY DIVIDE IN BUSINESS EDUCATION – A STUDY IN DAKSHINA KANNADA DISTRICT OF KARNATAKA” is a bonafide record of work done by MS. PRATHIMA BHAT B, under my guidance and supervision.

Research Guide

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Date: 20.09.2022

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